



School Improvement Plan 2017-18

McMullen-Booth Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Improvement Plan 2017-18

School Profile

Principal: Susan Manche	SAC Chair: Kim Sullivan
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School Vision	100% student achievement
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School Mission	To provide an educational experience that ensures optimal learning and middle school readiness for all students.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2.2	9.6	35.5	3.3	49.4	0

School Grade	2017: C	2016: C	2015: C	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	48	41	60	53	46	51						
Learning Gains All	45	42	58	60								
Learning Gains L25%	50	35	55	51								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Susan	Manche	FT	1-3 years
Asst Principal	Jacqueline	Poole	FT	20+ years
Behavior Specialist	Scott	Stevens	FT	4-10 years
Total Instructional Staff:	65		Total Support Staff:	45



School Culture for Learning

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

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

- We use the following for our Success Criteria and all school wide posters and classroom management processes are aligned to these.
 - Honesty-** Be truthful in your words and actions
 - Responsibility:** Be in charge of yourself and your actions
 - Self-Motivation-** Give your best effort
 - Respect-** Be thoughtful of the rights and feelings of others.
- Our PBS team implements and supports use of our extensive PBS plan to provide more positive school wide and classrooms Tier 1 supports for students- including Manatee Monies, Manatee Market, Positive Purple Referrals.
- Behavior Plan includes Levels of Consequences that are shared with Staff in order to ensure a proactive process for addressing Tier 1 concerns before they become Tier 2 or 3 concerns.

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?

- Common area and School expectations are defined and posted in every classroom and throughout our campus.
- During the first week of school and after Winter Break, these expectations are explicitly taught and retaught in classrooms
- Rules and expectations are routinely reviewed on the Manatee Morning Show and during classroom instruction, including Morning Meetings.

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.

- STAFF:
- Routine MTSS meetings
 - Bi- Monthly SIP Goal Team meetings (including PBS Team)
 - Child Study Team 2x’s monthly
 - Monthly Grade Level Child service Meetings to address Tier 2 and 3 concerns
- STUDENTS:
- Weekly Morning Announcements by administrators supporting Success Criteria and/or PBS.
 - 3-5 times per week Classroom Meetings/Morning Meetings
 - Bi- Monthly PBS School wide celebrations and Manatee Recognition programs
 - Daily use of Manatee Monies and Purple Referrals along with the Manatee Market.
 - 1x/grading period guidance lessons, small group for Behavior/Academics as determined by data analysis, individual PSW/FBA as determined through Tier 2 and referral data analysis.

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?

- HUG (check in check out) folders to address problem solving for Tier 2 behavioral supports. Data looked at monthly and reviewed for possible Tier 3 needs.
- Monthly Grade Level Child service Meetings to address Tier 2 and 3 concerns and follow up strategies and/or interventions.
- Use of PBIP and FBA to support students requiring a higher level of support. Guidance Counselor, Social worker, VE Resource Teachers, and/or Behavior Specialist will do one on one counseling and targeted social skill or support groups.

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

The following are systematic process that are used to monitor student progress:

- Formative Assessment
- Progress Monitoring Plan (PMP)
- Student and Teacher Data Chats
- School Dashboard
- Monthly Grade Level Child service Meetings to address Tier 2 and 3 concerns
- Performance Matters data
- PLC Minutes
- Classroom Referrals (classroom based referral form with duplicates turned in to Behavior Specialist to track for possible follow-up.)
- Tier 2 HUG data
- PBIP data monitored daily
- Child Study Team

This monitoring is done through routine scheduled monthly MTSS meeting and PLCs; bi-weekly child study teams and monthly student service teams. Additionally our Diagnostician follows up on these data points with teachers bi-monthly.

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?

To ensure alignment of excellent instruction and all actions of leaders, teachers, and students; the following systems are in place:

- Routine sharing and referring to our "Four Big Rocks" and school-wide focus; monitored through walkthroughs and feedback provided
- Review lesson plans
- Monitoring classroom processes and follow-through for reteaching learning gaps of individual students
- PLC Minutes
- Analyze positive to negative interactions when doing walk-throughs/observations
- Ongoing Professional Development on classroom culture building, high yield strategies and growth mindset
- Routine walkthroughs and feedback provided aligned to Marzano Learning Map Best Practices
- Routinely monitoring student behavior and learning data which gives an indication of rigor and student-centeredness.



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?	
Our primary goal and strategy is to strengthen the positive overall student culture and climate of McMullen-Booth Elementary. By spring of 2018, students will consistently demonstrate behaviors that reflect a positive school climate, as assessed by positive referrals, attendance records, discipline records, and surveys by carrying out our PBS plan and monitor its implementation for fidelity. The desired outcome is a 10% decrease in behavior referrals and student suspensions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will carry out our school wide PBS plan that includes Morning Meetings Student Led Conferences, increased student recognitions and celebrations, mentoring, and Professional Development with staff to support this (including Restorative Practices, Closing the Gender Gap, and Cultural Competency.)	Scott Stevens
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.	
Reduce the disparity between Black and Non-Black students in regards to behavior incidents and /or discipline referrals by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Routine ongoing Professional development on Restorative Practices, Closing the Gender Gap, Cultural Responsiveness and Movement aligned to school data needs.	Scott Stevens
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

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

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

- **Align instruction to state standards:** The expectation is routinely shared with staff that all instruction is to be aligned to state standards. This is monitored through walkthroughs, review lesson plans, ongoing progress monitoring and PLC attendance and shared minutes. Feedback is given to teachers regarding walkthroughs and lesson plan review.
- **Increase academic rigor and student engagement:** This expectation is routinely shared in Curriculum Meetings, PLC’s, walkthrough feedback and conversations. Flows of the day and daily instruction are monitored in walkthroughs and informal observations. Lesson Plans are checked routinely to make sure lessons are aligned to the standards and to the level of rigor based on the taxonomy of the standard. During Learning Specialist Meetings and Staff Meetings, PD is provided on strategies and practices that support rigorous and engaged learning and supportive of specific

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best practices aligned to the elements of Domain 1 of Marzano. The Master schedule has been created to support the time necessary to accomplish this. Our Master Schedule was created to support no interruptions of Core and to ensure that Tier 2 and Tier 3 students are provided the required time for core instruction and Tiered interventions for each subject. Administration sets up school based and/or District coaching support for teachers in need of specific support or for those who have requested specific instructional support. This year we will implement and monitor the school wide use of Learning Boards and Student Led conferences to support increased Student engagement and student centered instruction.

- **What successes have you seen to date? What data did you review to measure your success?**
Our 2016- 2017 ISM data shows that our staff increased the use of standards based tasks from 58% to 95% and evidence of a more student-centered environment increased by 22%. In looking over our FSA data, we have seen a substantial increase in our ELA gains of ALL 4th and 5th grade students by 3% and of our lowest 25% of 4th and 5th grade students by 15%. In addition we had a 7% increase in the number of our 3rd- 5th grade students who were proficient on ELA and Math.
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8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

- **Key areas for improvement in aligning instruction to state standards and increasing rigor and student engagement:** In looking over the ISM and walkthrough data, we see that for the majority of the time our instruction is aligned to the standards. Based on this same data, the area we need to improve on is making sure the instruction and required task are more rigorous and student centered to align with the required rigor of the standard and how it is assessed. We have seen a need to ensure we are using the formative and summative data to differentiate instruction for each student on a timely basis and routinely provide the support necessary for each student to meet the level of rigor of the standards.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure student growth in meeting state standards by:

- Closing the Gender Gap cohort uses LSI Tracker system for timely progress on the standards.
- Grade Level teachers and PLC's use Performance Matters to track district assessment progress and to conduct an item analysis of all subject area standards. We will be utilizing MAP assessments this coming year. In addition, student products are analyzed for progress and proficiency.
- I-Station and ST Math
- Pre and post classroom assessments created by teachers and the district.
- Formative assessment data based on classroom work.
- Teachers direct students to the Learning Target for each lesson and guide students in making personal goals toward meeting each target and thus, learning each grade-level standard.

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 supports all students in reaching grade level proficiency and transitioning from elementary level to middle level by:

- Our PLC's discuss and plan utilizing data to drive instruction, providing interventions to match the needs of students. At the end of the year, we met for vertical articulation with the grade level teams above and below each other to help plan for the coming year. We had all teachers do end of the year Running Records (RR) and grouped students in classes for next year based on RR, exceptionalities and needs to support having no more than 4 reading groups in a class to ensure

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small group differentiated instruction happening for every student. Our grade level teachers collaborate in PLC's each week to create big picture Unit lessons and ideas for tasks to match the level of rigor for each standard. Individual teachers are then, expected to create weekly plans to match the differentiated needs of their individual students based on ongoing formative assessments. Schoolwide actions include our ELP (Extended Learning Plan) which provides both remediation and enrichment. Core, interventions and ELP progress are all monitored through classroom observations, formative and summative data. The observations are scheduled weekly. OPM is required at least every 10 days. PLC minutes record ongoing student progress celebrations and concerns. MTSS schedule ensures that data is reviewed routinely.

Commented [JA1]: "below each other to help plan" not plans

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?	
Student Centered Rigorous Instruction for all	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<ul style="list-style-type: none"> • Progress Monitoring form shared with teachers regarding: <ul style="list-style-type: none"> ➢ Routine checking of Lesson Plans and feedback ➢ Fidelity checks and feedback during walkthroughs and observations to support usage and correct implementation. • Impact on all Subject area data shared in PLC's, Data Chats and MTSS meetings. 	Susan Manche & Jacqueline Poole
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?	
Increased routine use of Responsive techniques school wide (ex. Restorative Practices, Morning Meetings, UDL, Growth Mindset)	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<ul style="list-style-type: none"> • Data trend and feedback is shared with teachers regarding: <ul style="list-style-type: none"> ➢ Routine checking of Lesson Plans . ➢ Fidelity checks for usage and correct implementation during walkthroughs and observations. ➢ Student rigor and engagement • Data on classroom behavior, classroom & office referrals will be collected & shared in PLC's, Data Chats and MTSS meetings. 	S. Manche and J. Poole
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Routine use of formative and summative assessments created and utilized by staff and students to help drive instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<ul style="list-style-type: none"> • Progress Monitoring form shared with teachers regarding: <ul style="list-style-type: none"> ➢ Routine checking of Lesson Plans. ➢ Fidelity checks for usage and correct implementation during walkthroughs and observations. 	S. Manche and J. Poole

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<ul style="list-style-type: none">➤ Observation of Data folders students➤ Plans for and observations of student led conferences learning boards and/or scales.➤ PLC minutes.	
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Collaboration for Professional Growth

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

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

School's efforts to encourage a positive working relationship among teachers, staff and administrators:

- AdvancEd Survey data indicates the need to continue teacher appreciation efforts and social activities for building morale, give voice to staff on school-wide decisions, and support for collaborative planning and team work
- Leadership team provided routine teacher appreciation throughout the year; e.g. coffee station, breakfast, Warm Wishes Wednesday, celebration days for Winter holiday, Valentine's Day and Teacher Appreciation Week, Manatee Mondays and College Fridays. Teachers were given a TDE for 2nd semester for Big Picture Planning. Administrators routinely recognized staff in the weekly Manatee Memo, teachers are encouraged to bring school concerns to MTSS, Team Leader meetings and PLC's.
- Our Hospitality team held monthly celebrations. Each team was given a month to plan and carry out "fun" events with the staff. Examples include designing and Cinco de Mayo Taco bar, Lightning Hockey, Wear Blue for Autism Support.

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.

- All teachers in the same grade level share a common planning time each day to meet in a weekly PLC and to collaboratively plan. PLC's, also, look over student evidence (tasks) as data to drive instruction.
- Each week the MTSS team meets to discuss data (ex. ELA common assessment data, demographic data, behavior data, etc.) and each MTSS leader goes back to the grade level and/or specialist team and discusses grade level data. This is followed up by discussion drilling down into student data and planning instruction around that data. Grade level teams are expected to turn in weekly notes specifically listing students and data discussed along with next steps for supporting students with concerns.
- A minimum of two data chats and vertical articulations will be held with individual teachers and grade level teams and administration to assist in supporting learning gaps and next steps in supporting students for both enrichment and remediation.
- Teachers will hold half day TDE's in January to hold structured Data chats and then determine next steps to address midyear learning gaps and how to finish the required standards in the remaining time.

Commented [JA2]: MTSS or MTSSS, which is correct?

- We will end the year with a structured Gallery Walk covering all academic and behavior data and follow it up with Grade Level vertical articulation.

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 areas for teacher professional development:

- Jan Richardson Small Group
- Gender Gap strategies
- LSI Tracker System
- Responsive Classroom strategies (including Morning Meetings and Total Participation strategies)
- Marzano Key Instructional Elements and Scales
- Student Centered vs Teacher Centered Rigorous tasks
- Data Driven Instruction

Evidence that the training has led to increased teacher effectiveness and student learning:

- Significant increase in percentage of students proficient in ELA proficiency for 3rd- 5th grade FSA ELA
- ISM visit data showed significant improvement on Student Centered Environments from 44% to 66%.
- ISM data showed little increased on level of rigor of tasks- 42% to 52% of Level 1 Taxonomy tasks and from 36% to 19% of Level 2 rigorous tasks. There was only a 9% increase of Level 3 rigorous tasks and a total of 0% of Level 4.
- Decrease in total number of referrals and suspensions.

Next Steps:

- Support "Walk to Intervention" intervention format (following 3rd and 4th grade format) for Math and ELA intervention time in Intermediate groups.
- Routinely monitor above practices in classroom and provide feedback to ensure effectiveness.
- Bring in Just in Time Coaching and PD (as needed) for Jan Richardson small group instruction, unpacking Math standards and planning and instructing to the level of rigor required by standards, implementation of Science Lab curriculum with fidelity, Backward Planning (including collaborative planning,) increasing engagement and positive relationships with students (including Cultural Competency, strategies for Closing the Gender Gap and Trauma Informed Care .)
- EL Strategies (including WIDA, and Thinking Maps)
- Responsive Classroom strategies (including Restorative Practices, UDL, Morning Meetings and Total Participation strategies, student-led conferences)
- Marzano Key Instructional Elements and Scales (Including Learning Boards)
 - Student Centered vs Teacher Centered Rigorous tasks
- SPIRE and IRLA for ESE & LLI
- Creation and/or implementation of formative assessments

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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 Map training	Pre School/ Ongoing (as scheduled)	All K- 5 th instructional staff.	Increase student responsibility for vocabulary and comprehension to support academic proficiency.
Creating and Using Formative Assessments	Ongoing.	Instructional staff.	Increase in level of academic performance.
Responsive Classroom Instruction: including Restorative Practices, Student Led Conferences, Growth Mindset and UDL	Pre-School and on-going.	All staff.	Increase in level of academic performance. Decrease in behavior referrals for all students.
ELA Trainings such as JR small group, RR, Writing Workshop Best Practices, etc.	Summer, Pre- School and ongoing.	All instructional staff.	Every student will receive routine small group reading instruction from classroom teacher for core instruction and/or intervention.
Rigorous Student-Centered Learning Practices to include Learning Boards, Closing the Gender Gap strategies.	Ongoing	All instructional staff	Increase in level of academic performance. Decrease in behavior referrals for all students.
IRLA and SPIRE	Ongoing	ESE and LLI staff	Increase academic proficiency for ESE and selected Tier 3 students in ELA.

Family and Community Engagement

Connections: District Strategic Plan ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

School's plan to build positive relationships with families and community members:

- Working together with the PTA, we will provide more opportunities for families and staff to come together in both academic and nonacademic situations. This will include a Primary and Intermediate preschool Open House with a free BBQ for our families, Family Movie Night, Trunk or Treat and other Family Friendly evenings to promote community with our families.

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- Our monthly Parent Breakfasts and All Pro Dad (Parent) Breakfasts are also opportunities to provide academic information to our parents and build community. Parent breakfasts will provide opportunities to build positive relationships and increase the likelihood of collaborating.
- We will continue to seek opportunities to work with community members. Our school has a partnership with Safety Harbor Kiwanis, Heritage United Methodist, Valic, Horace Mann and private individuals.
- The Great American Teach-In fosters a connection between the community and our students by inviting professionals to present and speak to students about their careers.
- Our end of the year Curriculum Showcase- Marvelous Manatee Moments which highlights student learning throughout the year.
- AdvancEd Survey data indicates the need to conferences and student-led conferences, more parent training and learning opportunities (e.g. using FOCUS, tracking student grades and understanding the curriculum), more opportunities for General Education and ASD students to interact and work together, increase communication to parents, and program reminders.

Commented [JA3]: Should it read FSA instead of FAIR?

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.

How your school provides parents, families and communities with the necessary academic tools to increase student achievement:

- Open House and Family BBQ at beginning of school year.
- 1-2 Student led conferences with every family.
- Expectation is one Teacher Conference a year with every parent.
- Monthly newsletter articles in both English and Spanish.
- Both school sponsored and PTA sponsored trainings and school community events that include tools for parents, invitation only trainings (ex. parenting, tardies, attendance, using portal for accessing grades/progress, etc.)

Family Engagement / Planning Inventory

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

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
To increase positive relationships and knowledge of academic tools in order to build stronger connections to families and increase student learning.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> Monthly parent workshops and breakfasts (aligned to topics including workshops on behavior tips, tricks and strategies, technology, Family Math Night, grade level specific academic training, Reading Under the Stars, Curriculum Showcase (Marvelous Manatee Moments) Hispanic Heritage Celebration and African American Celebration/Multi Cultural Night. These events will utilize more translated communication with our families (including monthly newsletters,) use of “translator machine” for families during meetings and events. 	S. Manche, J. Poole and each SIP Team
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?	
To increase School Involvement in our Community	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> Outreach programs in the community (for example: community performance of Hispanic dancers, family movie night and increased number of home visits.) Provide incentives to parents and students for attendance to workshops, etc. Provide Spanish translators and provide refreshments. Reach out to community businesses and/or civic groups and attend civic meetings. 	P. Humberstone, J. Poole, C. Melendez
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?

<ul style="list-style-type: none"> Count Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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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: Kathy Bilello
70% or more of all K- 5 th grade students will demonstrate proficiency on grade level ELA expectations on the Florida Standards (FSA) and/or MAP Assessments for the 2017-2018 school year. Overall, 60% or more of our K-5 students will make learning gains.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Insure that all ELA instruction is aligned to the grade level ELA Florida State Standards (with all tasks matching the level of rigor of the standard and/or end of course assessment.) Tasks are collaboratively planned within grade levels and deliberately designed with a trajectory of rigor and challenge. Daily ELA Block includes time for core instruction, guided reading, independent reading, conferring and writing workshop (Writing Workshop is to occur daily.) Grade Level Block Schedules will be turned into the Leadership Team by Team Leaders. Instructional model includes concise explicit instruction of targeted teaching point with follow-up opportunities for students to practice individually and collaboratively and share/reflect. (ex. Architecture of a Mini-Lesson) Increase the use of Student Centered Instruction utilizing individual and small group, rigorous, standards based tasks. Increase use of collaborative groups to complete complex tasks- ex. Problem 	<ul style="list-style-type: none"> Proficiency on MAP Assessment. Proficiency on Running Records Proficiency on I-Station ISIP Standards Based Classroom and/or Student Learning Board/Scales data. Track monthly MyOn student progress and Independent Reading Logs to meet expectation of 30 minutes/day of independent reading. Formative and Summative grade level assessment proficiency. Track formative and summative grade level assessment data and utilize data to help drive instruction including reteaching of standards not met by individual students.

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<p>Based Learning (PBL) lessons, Socratic Circles, DBQ's, etc.</p> <ul style="list-style-type: none"> • Students will have routine rigorous opportunities to write for an extended time, using multiple texts. This will include time for conferring with teacher for feedback to use for revising. • Small group instruction at students' Instructional Level text for ALL students. • All students receive daily core instruction utilizing grade level text. • Collaborative Planning within grade level teams and resource teachers with evidence of "Begin with the End in Mind" and the use of formative assessments. • All students will complete required weekly minutes on I Station during Lab time and/ or rotation times. • Utilize Just in Time Coaches for ELA instruction including Writing Workshop and Specific Student Feedback on an as needed basis. • Provide opportunities for peer observation during planning and delivery of effective instruction. • Continue work on Repeated Reading Routine as deemed necessary for grade level proficiency in integration of multiple texts. • Students will utilize Learning Boards and Scales to support use of aligned rigorous tasks with standards and student understanding and ownership of standards. To assist students in understanding where they are currently and next steps for their ELA instruction and to assist grade level teachers in planning standard based instruction and monitoring student progress. • Daily independent reading/ supported by incentives and student tracking (utilizing Classroom Libraries, Reading Counts, MyOn, Media Center.) • Use Thinking Maps and Closing the Gender Gap strategies to support Vocabulary and comprehension proficiency. • Plan for and utilize higher level questioning, explicit vocabulary instruction and writing across curriculum with journals in Reading, Math and Science. • Support staff in unpacking standards and examining test item specifications in order to align tasks and assessments so they meet each Standard's cognitive complexity rating. 	<ul style="list-style-type: none"> • ELA SIP monitors effectiveness of strategies and ELA progress and recommends ELA SIP adjustments as deemed necessary. • Implement beginning, mid, and end year cross-grade level articulation meetings and data chats to align instruction and student differentiation. • Hold weekly grade level PLC Meetings utilizing the Data Driven Dialogue for analyzing data to inform instruction. • Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
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<ul style="list-style-type: none"> • Implement beginning, mid, and end year cross-grade level articulation meetings and data chats to align instruction and student differentiation. • Study and analyze data regarding student achievement for black students, gender, and other identified sub-groups that are not meeting grade level expectations and determine actions and address areas in need of improvement, as well as celebrating successes in weekly grade level PLC Meetings, data chats, MTSS utilizing the Data Driven Dialogue for analyzing data to inform instruction. • Provide parent information workshops (parent breakfast, conferences, student-led conferences, curriculum showcase) and/or parent communication resources such as Peach Jar, School Messenger, School Newsletters, Email and Text, and Student Agendas to inform parents of their child’s learning goals and support ELA instruction. 	

Mathematics Goal	Goal Manager: Ann Arfaras
<p>70% or more of all K- 5th grade students will demonstrate proficiency on grade level Math expectations on the Florida Standards (FSA) and/or MAP Assessments for the 2017-2018 school year. Overall, 65% or more of our K-5 students will make learning gains.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Insure that all Math instruction is aligned to the grade level Math Florida State Standards (with all tasks matching the level of rigor of the standard and/or end of course assessment.) • Tasks are collaboratively planned within grade levels and deliberately designed with a trajectory of rigor and challenge; utilizing resources including Go Math, CPALMS, STMath, MFAS, Go Math Strategic Intervention Guide, Small Group, and ST Math in Test Drive and Teacher Mode, Soar to Success etc. • Grade level teams will continue to seek and utilize formative assessment resources and options (MFAS, CPALMS) to identify learning gaps for individual students in specific standards. • Instructional model includes concise explicit instruction of targeted teaching point with follow-up opportunities for students to practice individually and collaboratively. (Launch, Investigate and Summarize see pg. 32 in 1617 Teaching & Learning) 	<ul style="list-style-type: none"> • Proficiency on MAP Assessment. • Expected monthly completion rates for STMath • Standards Based Classroom and/or Student Learning Board/Scales data. • Track formative and summative grade level assessment data and utilize data to help drive instruction including reteaching of standards not met by individual students. • Math SIP monitors effectiveness of strategies and Math progress and recommends Math SIP adjustments as deemed necessary. • Implement beginning, mid, and end year cross-grade level articulation meetings and data

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<ul style="list-style-type: none"> • Increase the use of Student Centered Instruction utilizing individual and collaborative groups to complete complex tasks-, rigorous, standards based tasks. ex. Problem Based Learning (PBL) lessons, High-yield strategies, HOT questions, etc. • Use Thinking Maps and Closing the Gender Gap Strategies to support higher level Mathematics instruction. • Utilize peer feedback within collaborative groups and allow students opportunity to revise responses and deepen their understanding • Provide opportunities for peer observation during planning and delivery of effective instruction. • Students will utilize Learning Boards and Scales to support use of aligned rigorous tasks with standards and student understanding and ownership of standards. To assist students in understanding where they are currently and next steps for their Mathematics instruction and to assist grade level teachers in planning standard based instruction and monitoring student progress. Reteaching model may include "Walk to Intervention." • Students will meet the monthly STMath expectations during scheduled lab times to allow for instructional support. • Create standard based tests or use Unify tests before planning, basing plans on this test.. • Choose 2 lowest standards at end of each MAP to reteach and reassess. • Go back into ST Math and set up review of standards missed on MAP. Utilize ST Math (web-based program) as a way to monitor student achievement through usage and mastery. • Provide ongoing staff support through district coaches (including modeling,) peer mentors, teacher observation and lesson study for Standard Based Instruction, Math Talk, and Journaling. • Implement beginning, mid, and end year cross-grade level articulation meetings and/or data chats to align instruction and student differentiation. Plan for and utilize Problem Based Learning instruction to support Math instruction. • Study and analyze data regarding student achievement for black students, gender, and other identified sub-groups that are not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. 	<p>chats to align instruction and student differentiation.</p> <ul style="list-style-type: none"> • Hold weekly grade level PLC Meetings utilizing the Data Driven Dialogue for analyzing data to inform instruction. • Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check. •
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<ul style="list-style-type: none"> • Provide parent information workshops (parent breakfast, conferences, student-led conferences, curriculum showcase) and/or parent communication resources such as Peach Jar, School Messenger, School Newsletters, Email and Text, and Student Agendas to inform parents of their child’s learning goals and support Math instruction. 	

Science Goal	Goal Manager: Brooke Blixt
70% or more of all 5 th grade students will demonstrate proficiency on the Science NGSSS assessment for the 2017-2018 school year.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Insure that required instructional minutes are met for Core Science including required Science Lab times. • Analyze beginning of year 3rd and 4th Diagnostic Assessment Data and create ongoing plan for the year to address deficits. • Instructional Model for Science should include: Routine Use of 10%-70%-20% Instructional Daily routine and 5E instructional model for student-centered, rigorous learning. • Integrate grade level Science standards in ELA rotations through reading of Science text, research and Brain Pops. • Grades K- 3rd will participate in and submit class Science Projects and 4th- 5th will participate in and submit small group or individual Science Projects for the School Science Showcase. • Collaboratively plan for and utilize higher level questioning and explicit vocabulary instruction to support Science standards. Include Thinking Map strategies to support Science instruction. • Plan for and utilize Problem Based Learning instruction to support Science instruction. • Provide and utilize ongoing staff support through district coaches, peer mentors, teacher observation and/or lesson study for Standard Based Instruction, Journaling, and the Intermediate Science Lab on as needed basis. • Provide before or after school STEM instruction for select group of students. 	<ul style="list-style-type: none"> • Track student achievement on district assessments. • Track student completion of SLAGs and Success Criteria • Monitor progress in Science Lab assessments. • Track formative and summative grade level assessment data and utilize data to help drive instruction including reteaching of standards not met by individual students. • Science SIP monitors effectiveness of strategies and Science progress and recommends Science SIP adjustments as deemed necessary. • Implement beginning, mid, and end year cross-grade level articulation meetings and data chats to align instruction and student differentiation. • Hold weekly grade level PLC Meetings utilizing the Data Driven Dialogue for analyzing data to inform instruction. • Reviewing student work samples as part of our

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<ul style="list-style-type: none"> • Set up Science ELP support based on 5th grade student needs before or after school and/or Saturdays for a 1-2 month period before state assessments. • Participate in 5th grade Super Scientist program. • Students will utilize Learning Boards and/or Success Criteria to support use of aligned rigorous tasks with standards and student understanding and ownership of standards. These will assist students in understanding where they are currently and next steps for their Science instruction and to assist grade level teachers in planning standard based instruction and monitoring student progress. • Study and analyze data regarding student achievement for black students, gender, and other identified sub-groups that are not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. • Provide parent information workshops (parent breakfast, conferences, student-led conferences, curriculum showcase) and/or parent communication resources such as Peach Jar, School Messenger, School Newsletters, Email and Text, and Student Agendas to inform parents of their child’s learning goals and support Science instruction. 	<p>instructional rounds and PLCs as a periodic “rigor” check.</p>

Other School Goals* / Use Only as Needed

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School Goal	Goal Manager: Bonnie Bender
Healthy School Goal - Work toward Silver Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.</p> <p>Target for 2017-18, is to become eligible for SILVER national recognition in 6 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

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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: Jacque Poole
70% or more of all K- 5 th grade Black students will demonstrate proficiency on grade level ELA and Math and Science expectations as demonstrated on the Florida Standards Assessments (FSA) and/or MAP assessments for the 2017-2018 school year. At least 60% of our Black students will show learning gains.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Train all staff in Responsive Classroom Strategies such as Morning Meetings, Restorative Practices, Student-Led Conferences, PBS, Total Participation Techniques, Gender Equality, and Growth Mindset. Provide mentors for low-performing black students. Provide ELP (remediation and enrichment) based on needs. Study and analyze data regarding student achievement for black students not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. 	<ul style="list-style-type: none"> Track student achievement on district MAP assessments. Track formative and summative grade level assessment data. Track progress in ELP. Track behavior data. Track attendance data.

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<ul style="list-style-type: none"> • Follow all action plan items listed in ELA, Math and Science. 	
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Subgroup Goal (EL)	Goal Manager: Albino, Melendez, Robles
70% or more of all K- 5 th grade EL students will demonstrate proficiency on grade level ELA and Math expectations, as demonstrated on the Florida Standards Assessments (FSA) and/or MAP assessment for the 2017-2018 school year. Overall, 65% or more of our K-5 EL students will make learning gains.	

Actions / Activities in Support of EL Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Train all staff in Responsive Classroom Routines such as Morning Meetings, Trauma Informed Care, Student-Led Conferences, PBS, Total Participation Techniques, Gender Equality, and Growth Mindset. • Study and analyze data regarding student achievement for ELL students not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. 2017 Access for EL will inform this action.. • EL teachers and Classroom teachers collaboratively plan their instruction to support EL students • EL Teachers share ongoing PD on EL SIOP strategies in PLC's and/or Staff Meetings. • Implement EL strategies in the classroom. • Pull in vocabulary instruction and small groups based on I station recommended lessons. • Use WIDA "Can do" Statements for planning. • Follow all action plan items listed in ELA, Math and Science. 	<ul style="list-style-type: none"> • Track progress on WIDA assessment. • Track student achievement on district MAP assessments. • Track formative and summative grade level assessment data. • Track progress in ELP.

Subgroup Goal (ESE)	Goal Manager: Scott Stevens, Sharon Kephart
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70% or more of all K- 5th grade ESE students will demonstrate proficiency on grade level ELA and Math expectations as demonstrated on the Florida Standards Assessments (FSA) and/or MAP for the 2017-2018 school year. 60% or more of ESE students will show overall learning gains.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Through careful analysis of data for our ESE students, it is evident that our previous curriculum was not supporting our students. A new approach was investigated and will begin this year with the IRLA curriculum. • ESE teachers will implement the IRLA curriculum with the goal of closing reading gaps. • District coaches will provide training and fidelity checks. • TDE's will be provided for PD • Train all staff in Responsive Classroom Routines such as Morning Meetings, Restorative Practices, Student-Led Conferences, PBS, Total Participation Techniques, Gender Equality, and Growth Mindset. • Study and analyze data regarding student achievement for ESE students not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. • Utilize effective curriculum in small group instruction. • Insure students exposed to grade level text and standard based instruction through interventions. • Insure small group instruction based on RR and IEP goals and that they are less than 7 to a group. • Insure that resource schedule purposely plans all instructional time to meet the needs of the students and carefully select differentiated interventions to meet student needs. This includes that ESE students are insured "3 touches" of instruction. • Add inclusion language practices. • Collaboratively plan with ESE peers and Gen Ed teachers. • Provide ESE strategies PD to instructional staff. • Provide routine Family Workshops with ASD parents including a Book Study with parents. 	<ul style="list-style-type: none"> • Track student achievement on district MAP assessments. • Track formative and summative grade level assessment data. • Track progress in ELP. • Track behavior data. • Bi-weekly Ongoing Progress Monitoring (OPM) using Aimsweb probes and/or iStation assessments/graphs.

Subgroup Goal Gender Gap	Goal Manager: Susan Manche
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70% or more of all K- 5th grade male students will demonstrate proficiency on grade level ELA and Math expectations as demonstrated on the Florida Standards Assessments (FSA) and/or MAP assessments for the 2017-2018 school year. 60% or more of male students will show learning gains.

Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Train all staff in Responsive Classroom Routines such as Morning Meetings, Restorative Practices, Student-Led Conferences, PBS, Total Participation Techniques, Gender Equality, Best Practices with Boys and Growth Mindset (including book studies.) • Study and analyze data regarding student achievement for boys not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. • Provide classroom time for movement strategies and other strategies meeting the needs of boys- including Literacy strategies. 	<ul style="list-style-type: none"> • Track student achievement on district MAP assessments. • Track formative and summative grade level assessment data. • Track progress in ELP. • Track behavior data. • Track student-centered learning opportunities

 **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.*

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Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade 6th	Grade 7th	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	NA	NA	NA	18	30			48	11%
Students with excessive absences / below 90 %	NA	1	3	3	2			9	2%
Students with excessive behavior / discipline**	NA	1	0	0	3			4	.5%
Students with excessive course failures**	NA	3	0	0	0			3	.5%
Students exhibiting two or more Early Warning indicators	NA	2	0	1	8			11	2.5%

*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.	
Increase overall school attendance to 97% (up 1.6 % from 95.4 % 2017- 2018.)	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Establish attendance plan with our Child Study Team which brings a positive focus on the students and works in cooperation with families. <ul style="list-style-type: none"> Students will be recognized for Perfect Attendance monthly on Morning Announcements. Students brought up for attendance concerns at Child Study Team will be addressed proactively including: opportunities to work on ST Math and MyOn before school and incentives for improvement. Parents of students being signed out early routinely will be personally addressed and will be discouraged doing so without prior notice following district guidelines. Home visits will be used with chronic absenteeism. 	Our overall school attendance rate will remain above 97% for each month.

EWS - Discipline

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Discipline Goal		Please ensure that your goal is written as a SMART goal.
Using restorative practices we will decrease the number of discipline referrals by 10% to 82 or fewer.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
<ul style="list-style-type: none"> • Provide staff with training to grow understanding of our students: Including Restorative Practices, Morning Meetings, Boys Study, Mindfulness, and Universal Design for Learning (UDL.) • Increase positive recognitions and rewards for behaviors, and incentives from faculty and staff. • Create lessons for teaching expectations and rules Teach first weeks of school and the beginning of every grading period. • Share expectations and rules with families and community at Open House and through monthly communications. • Create and carry out plan for PBS implementation. • Increase specific praise in classrooms. • Increase level of student engagement in classrooms. 		<ul style="list-style-type: none"> • Decrease in number of referrals for boys to 74 or fewer. • Decrease in number of referrals for black students to 18 or fewer. • Increased Level of rigorous student-centered engagement during instruction as observed during ISM and fidelity checks.

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.

<ul style="list-style-type: none"> • Our Child Study Team monitors attendance and referrals with the Administrative team twice a month. Through this monitoring, they collaboratively determine strategies to support improving addressed concerns in these areas. This includes setting up Tier 2 and Tier 3 interventions, contact with parents, mentoring, etc. • Our Child Study Team meets with individual grade level teachers once a month to discuss behavioral and academic concerns of individual students. Data sources used for identifying academic concerns and follow up interventions include district assessments, classroom student work and grades, I Station data and formative assessments (ex. Jan Richardson small group data.)
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- Our extended learning program targets students who score low on FSA and/or grade level assessments. See Goal Action Plan for details for remediation. Enrichment opportunities include Coding, STEM, Movie Making, Chess, Building for Bricks and Battle of the Books.
- There are 11 students who currently have 3 early warning signs. These students will be assigned a mentor, receive extra positive attention and opportunity

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

Goal: Increase the number of ELP students making Learning Gains on ELA and/or Math FSA to 70%.

Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • ELP During the School Day: <ul style="list-style-type: none"> ➢ Create rosters of each grade level's lowest 25% students in ELA (based on RR, SAT 10 and/or FSA.) ➢ Hire 3 Hourly teachers to work 5 hours/day to support 1st- 5th lowest 25% students with LLI small group instruction during the ELA block or intervention block. ➢ Progress Monitor routinely and use data to regroup students and intervention resource being utilized to meet needs of students. • ELP Before School: <ul style="list-style-type: none"> ➢ 2-3 days per week pull early arriving students to Computer Lab to work on I Station and/or ST Math • ELP After School: <ul style="list-style-type: none"> ➢ Create rosters of each grade level's lowest 25% students in ELA (based on RR, SAT 10 and/or FSA.) ➢ Utilize classroom teachers to provide interventions on ELA and/or Math for 60 minutes twice a week based on the specific needs of the students. ➢ Plan for and implement Saturday School classes to provide remedial support in ELA, Math and/or Science to 3rd- 5th graders 1 month prior to state assessments. • Enrichment after school <ul style="list-style-type: none"> ➢ Students will be invited to join clubs meeting once a week for a specific number of weeks. These clubs will include: Chess, Math Enrichment, Movie Makers, Coding, and Percussion. 	<ul style="list-style-type: none"> • Increase in RR and/or scores on Jan Richardson word list assessments. • Increase on ISIP scores on I Station. • Increase on MAP Assessment scores in ELA and Math.

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{Section 3} – Required Items / Resources



Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	60	% with advanced degrees	57%
% receiving effective rating or higher		% first-year teachers	1%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	16%
% certified in-field**	100%	% with 6-14 years of experience	30%
% ESOL endorsed	100%	% with 15 or more years of experience	53%

*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.

Vacant positions are filled using selection and interview protocols. Teachers selected for interviews must meet highly qualified criteria and are chosen for their level of match to the specific criteria for the vacant position and to best meet the needs of our students. In looking over the Search Soft detailed information on possible candidates for openings, we are intentional in checking for candidates for the Interview pool to be reflective of the demographics of school population. Teacher retention is maintained through initiatives at the district level and is supported by a school based strong community culture for teaching and learning. All McMullen Booth teachers who are new to the profession, to the school and/or to the grade level are provided a peer mentor. Peer and district Coaching support is provided on an as needed basis. We actively and routinely support internship programs and welcome members of the substitute-shadow program to help support the profession and build capacity for future positions.

Commented [MS4]:



SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Susan	Manche	White	Principal
Jacque	Poole	White	Other Instructional Employee
Kim	Sullivan	White	Teacher
Dusty	Anderson	White	Business/Community
Janel	Miller	White	Business/Community
Michelle	Galaura	Asian	Parent
Karen	Mack	Black	Parent
MaTasha	Griffin	Black	Business/Community
Maggie	Jordan	White	Teacher
Julia	Francis	Hispanic	Support Employee
Angie	Jimenez	Asian	Parent
Jacque	Poole	White	Other Instructional Employee

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Tuesday/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.

SHOW SPECIFICS INCLUDING BUDGETED AMOUNT

- Grade level TDE's in January for 2nd Semester Big Picture Planning \$1500
- Resources to support SIP strategies including Book Studies, classroom libraries, Ms. Math guest speaker, Family Information Nights, incentives, etc. \$1500
- Student Incentives for Academics and/or Behavior such as Independent Reading and PBS \$500