



School Improvement Plan 2017-18

Sawgrass Lake Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Improvement Plan 2017-18

School Profile

Principal Jessica Clements	SAC Chair: Janeen Watkins
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School Vision	100% Student Success
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School Mission	The mission of Sawgrass Lake Elementary is to educate, nurture, and inspire our students and staff to attain their goals each year as they become life long learners prepared for tomorrow's world.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	5.3%	20.5%	16.1%	5.0%	53.2%	

School Grade	2017: B Select	2016: C Select	2015: C Select	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	49	49	58	55	38	52						
Learning Gains All	57	53	73	56								
Learning Gains L25%	49	38	63	38								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Jessica	Clements	FT	1-3
Assistant Principal	Kim	Noorbakhsh	FT	Less than 1
Guidance Counselor	Melissa	Leech	FT	4-10 years
Behavior Specialist	Anne	Lopez	FT	4-10 years
Teacher	Rachelle	Blanco	FT	4-10 years
Teacher	Melissa	Briske	FT	4-10 years
Teacher	Cheryl	Maxon	FT	4-10 years
Teacher	Janeen	Watkins	FT	4-10 years
Teacher	Karris	Cooper	FT	4-10 years
Teacher	Bill	Shane	FT	4-10 years
Teacher	Erika	Acklin	FT	4-10 years
Teacher	Krista	Kelleher	FT	4-10 years
Teacher	Chuck	Moorehouse	FT	4-10 years

Total Instructional Staff:	59	Total Support Staff:	20
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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).

Our SWBP addresses three school wide expectations for all students: Be safe, Be Responsible, Be Respectful. These expectations are consistent throughout the campus in all common areas. Our school utilizes class dojo as a way to communicate positive progress on student behavior and enhance teacher parent relationships. Additionally, our staff has been trained in Restoratives Practices, through this approach, our staff will not only be able to address specific issues that may arise within the classroom or school but will also be able to utilize this practice as a way to build a positive culture and community. Our PBIS team meets monthly to ensure the schoolwide expectations are reflected in the classroom. Our staff has completed training on PBIS as well as restorative practices which enforces our commitment to a safe, and healthy school environment.

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

Our plan for ensuring the school wide expectations transfer into the classroom involves the teachers incorporating the school rules into their classroom. With the implementation of restorative practices, staff will ensure that expectations are implemented equitably while handing student behavior.

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.

We have two forms of leadership teams: Core leadership and SBLT leadership, each team meets one time per month to address academic and behavior concerns. The purpose of these teams are to ensure that teachers, specialist and all staff have an opportunity to participate in our MTSS process and how to best support the staff and students. Assessment data, attendance and behavior data is collected and reviewed to determine if the student is making sufficient amount of support. Student progress is also tracked through a school wide data wall which is updated each cycle, and allows for teachers and leadership teams to identify areas of weakness and develop a plan accordingly.

Our Tier 1 academic and behavior system incorporates character education, AVID goals (organization and collaboration) and an instructional environment that focuses on differentiated instruction based on student data and needs. Students that continue to struggle beyond Tier 1 move into Tier 2, which includes additional academic small group instruction outside of the reading block. If behavior is an issue, an individual behavior plan is developed that incorporates interventions for the student with the support of the teacher, parent and behavior specialist.

Students that continue to demonstrate a need for support in addition to the Tier 2 level of support will be provided with another layer of individualized interventions in addition to the Tier 1 and Tier 2 support.

Students that continue to struggle in the area of behavior will receive support in the form of an FBA or PBIP in addition to their Tier 1 and Tier 2 supports.

Administration monitors the effectiveness of our TIER 1 supports through regular classroom walk thru's and analyzing data. Additionally, administration meets with each grade level weekly through their PLC to discuss data and instruction.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Our Core leadership team meets monthly to discuss the social and emotional needs of our students. Students who are identified in need of support are placed in our tier process. SBLT reviews school wide behavior and referral data and CST reviews attendance. Data sources include portal and school profile. Our current processes include: Restorative circles, check in check out, social skills club, mentorship.

Our school utilizes data based problem solving and analysis through our regular Tier 2 meetings conducted by our core SBLT team where interventions and support are put in place.

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).

Leadership team meets to discuss data monthly. Students are referred to the to the intervention committee for further problem solving, supports and recommendations.

Early warning indicators include

- 3 tardies and/or absences in a marking period
- four referrals and/or one or more suspensions in a quarter
- low performance on reading and/or math assessments
- Level 1 or 2 on FSA- Level 1, 2, or 3 on SAT 10

Decisions are made using data from Performance Matters, school dashboard, school profile, focus, and teacher input. Data for behavior includes referral data, teacher observations, FBA, PBIP data. Students who are identified as needing more assistance are placed in our Tier 2 and Tier 3 interventions. Our CST team meets bi monthly to review students that have 10% or more absences and initiate a plan of action of improving that student's attendance.

The school has implemented an incentive program for students and parents to help reach our attendance goal : perfect attendance – each grading period, gift card drawing via PTA.

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?

Ongoing formal and informal observations of the learning environment with feedback and monitoring for improvements.

During formal and informal observations, administration looks to ensure that students are cognitively engaged in rigorous learning that is aligned to standards, that students take ownership for their learning and are provided the opportunity to demonstrate their understanding. Teachers work in PLC's to intentionally plan based on standards, providing opportunity for differentiated instruction with multiple ways to assess learning.

Administration works with teams to ensure goals are appropriately set and aligned to standards with on going progress monitoring. Administration provides training and professional development based on areas in need of growth. Teachers are positively encouraged and supported with specific feedback and coaching designed to support on going growth.

Additionally, one time per month, administration provides the staff with PD that focuses high expectations on a school wide goal that supports student learning and success through rigorous and equitable opportunities. High expectations including analyze academic data by ethnicity and will problem solve how to address disparities. Discussions include alignment to standards and level of rigor in the classroom. Walkthrough's are used to observe implementation of the use of high expectation techniques of all teachers. The Marzano scales are used to evaluate the effectiveness.

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 is to strengthen and promote positive school culture and climate through building the knowledge and understanding of staff in the implementation of culturally relevant teaching and Restorative Practice. By May 2018, Sawgrass will have a strategic plan for the full implementation of Restoratives practices, with a plan to measure fidelity and progress checks. Our RIT team meets monthly to review the progress toward the end goal.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will implement the components of culturally relevant teaching and Restorative Practice to strengthen classroom instruction, maximize student learning opportunities and develop and foster positive relationships within the school community	Leadership 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.	
To close the gap between black and non black students . According to our FSA data, we will decrease our achievement gap for black students by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop and implement with fidelity a school wide behavior plan that emphasizes the components of restorative practice. Monitor data for black vs non black students at monthly meetings and PLC's.	Leadership Team
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?

District curriculum , weekly PLC'S and walkthroughs with feedback provided to teachers. We have observed instruction to be more aligned to standards and data driven. This success was measured by FSA results and district cycle assessments

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?

Areas for improvement include:

2017 FCAT Science: FCAT Science scores dropped 14%

We will ensure the school is implementing, monitoring and discussing the science lab with fidelity in grades 2, 3, 4, 5. Data will be monitored through formative assessment and district assessments.

Another area of improvement is ELA for grades 3 and 5

FSA ELA Gr. 3 dropped 7%

FSA ELA Gr. 5 dropped 9%

Gr. 3 FSA Math results also declined, dropping from 51% in 2016 to 48% in 2017

In order to improve in these areas, we will work closely with these teams in PLC to ensure teachers are developing their instruction according to the standards and accurately analyze data.

Professional development will be implemented to ensure teachers have the resources and support necessary to be successful.

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.

Utilizing Independent Reading Level Assessment information, iStation, ST Math and state and district assessments to determine students in need of additional remediation opportunities. Students not meeting proficiency expectations are provided Tier 2 interventions in an effort to help them meet grade level expectations.

Teacher developed unit assessments and standards based assessments are also used to determine proficiency levels of students.

Teachers utilize student data folders, access and analyze student data through performance matters and anecdotal data from classroom observations.

SBLT team routinely analyzes grade level data from Performance Matters in order to make decisions on Tier 1, Tier 2 and Tier 3 instruction. Additionally, the SBLT develops PD according to the areas of weakness reflected in the assessment.

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).

Implementation of AVID strategies, Quality tools and practices, Student-Led Conferences for students monitoring themselves and their learning.

Extended Learning opportunities are provided to students not meeting expectations. Data is monitored weekly and monthly through grade level Professional Learning Committees then to School Based Leadership Team discussions. Additional supports are put in place as students are discovered not meeting specific grade level expectations.

L35 students will be targeted for ELP program and additional interventions.

 **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?	
Teachers will effectively unpack standards to develop learning goals and scales that provide differentiated instruction to every student as well as monitor academic data results to monitor continuous improvement. Administration will work collaboratively with grade levels to ensure proper resources are being used for instruction.	
This work will be monitored through each PLC as well as feedback provided during walk throughs.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
This strategy provides teachers the opportunity to assess student needs to differentiate instruction and interventions based on Florida State Standards. This also allows students to monitor their own progression of learning. Teachers will design a Marzano-based formal scale for the targeted learning goals representing a learning progression towards meeting the goal or standard at a level 3.0 using a 5 value scale. Data will be collected using student notebooks and teacher formative assessment records.	Teachers Assistant Principal Principal

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?	
To ensure academic growth for all students, teachers will teach small groups of students as the primary model of instruction, based on appropriate data, for reading and math.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Running Records, Formative Assessments, portfolio and FSA data will be used to form the student groups and progress monitor the effectiveness of small group instruction in all classrooms.	Assistant Principal Principal
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 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.

<p>Professional Book Studies to increase teacher pedagogy Team Building activities incorporated in school-wide professional development plan</p> <p>Based on AdvancED climate survey, areas for growth included: Teaching and assessing for learning, monitoring student data and adjusting instruction, and personalizing instruction for students. Our plan for growth will include professional development on differentiation, and aligning instruction to the standards.</p>

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Each grade level has a designated day for PLC’s where administration participates and supports the team. Through this time, teachers are expected to review and analyze data and plan appropriate instruction. Additionally, each team lead will participate in a book study “Learning by Doing” to support the PLC work. School wide data will also be reviewed as a whole monthly with all staff.

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?

A big focus area for our teachers over the past year has been professional development in Marzano. We have seen some growth in teacher effectiveness and student learning however more support is needed in developing scales that are tied to standards and support student learning.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
AVID	Summer/ Fall	Jessica Clements, Kim Noorbakhsh, Melissa Leech, Janeen Watkins, Karris Cooper, Rachelle Blanco, Erika Acklin, Amy Lightfoot	Implementation of AVID strategies and framework to support and increase student achievement
Restorative Practices	Summer/ Fall	Jessica Clements, Kim Noorbakhsh, Janeen Watkins, Gail Sorensen, Chris	To promote and strengthen positive school culture for both staff and students in order to increase student achievement

		McCormick, Amy Lightfoot	
Jan Richardson Next Step in Guided Reading	Fall	4 th and 5 th Grade	Staff to have a clear understanding of the transitional stage and how to implement this resource to support students' reading growth.
Mindset- Book study	Fall	All	
Learning by Doing	Fall	Team Leads	To develop a deeper understanding of PLC's and how to properly use them to develop targeted instruction that will lead to student achievement.



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).

Sawgrass Lake staff will encourage teacher/parent communication with the agenda books, notes home and personal phone calls, using a translator when necessary for our ESOL population. We will offer flexible meetings for some of our Parent Workshops. We will vary times to hold some in the morning before school, as well as some evening meetings. Through family events, opportunity for parents to learn tips/tools to support their child's learning at home. Family events will be aligned directly to standards students are expected to achieve based on specific grade level(s). Staff and parents will develop a partnership of joint learning. This partnership will enable parents to share information with teachers in order to enhance the teaching of their child. Community Liaison will solicit Business partners to share in student learning within the classroom.

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.

AVID hands on instructional learning experiences, handouts & provision of reading and math materials for use at home, student-led conferencing and data sharing

Family Engagement / Planning Inventory

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

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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?	
Increase active participation at parent teacher conferences and/or family events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Incorporate Student Led Conferencing components and some type of performance into every family event. Flyers, robo calls and social media	
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Increase the schools involvement in the community and build relationships with stakeholders	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parent community liaison will reach out to community centers and develop partnerships.	
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 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: SBLT
60% of our 3-5 grade students will earn a level 3 or above on the 2017-2018 FSA ELA and Writing Assessment and 55% of our L25 will show gains.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Monitor and support implementation of instruction during observations by using monitoring tools and providing specific feedback	MAPS/ istation/ FSA
Utilizing scales and rubrics aligned to a learning goals to assess and inform instruction.	Marzano PD/ iobservation elements and walk throughs
Teachers utilize Jan Richardson’s guided reading routine and IRLA to meet the unique needs of students	Running Records
Teachers use state and district assessments, observational data, and informal assessments to monitor student progress	MAPS/ istation reports/ FSA
Teachers will provide actionable feedback	Student Journals

Mathematics Goal	Goal Manager: SBLT
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65% of our 3-5 grade students will earn a level 3 or above on the 2017-2018 FSA Mathematics Assessment.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers have received professional development in High Yield Number routines and have developed a daily routine for implementation	Professional development, walk throughs
Support provided to teachers through effective unit planning during professional development and PLC's ; teachers collaborate to select and implement rigorous tasks aligned with each standard	iobservation elements with feedback
Teachers and leaders analyze summative data (MAP, FSA) by individual class and across grade levels, breaking down results by standard.	MAP/FSA, ST Math, classroom assessments
Utilizing scales and rubrics aligned to a learning goals to assess and inform instruction.	Marzano PD/ iobservation elements and walk throughs

Science Goal	Goal Manager: SBLT
65% of our fifth graders will earn proficiency based on 2017-2018 SSA	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Effective use of Science Lab in grades 3-5 with fidelity. Teachers will receive professional development from JIT Science coach, on effective science lab lessons. Teachers will receive support on effective science instruction to support the use of 10% 70% 20%	Science Lab Pre/Posts Lesson Plans
Teachers analyze student data and develop a plan for differentiation to support students scoring in high red and yellow according to unify and SSA	Cycle assessments/ SSA data
Direct and indirect vocabulary instruction through the use of word walls, journals and strategic lessons to introduce new vocabulary	Common Assessments, SSA Science, SLAGS, Beginning of the year and mid- year diagnostic assessments
Utilizing scales and rubrics aligned to a learning goals to assess and inform instruction.	Marzano PD/ iobservation elements and walk throughs

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: AVID	Goal Manager: Janeen Watkins
To increase students’ use of collaboration and organizational strategies to increase student achievement	
Actions / Activities in Support of Goal	Evidence to Measure Success
Effective use of WICOR strategies	% of classroom with WICOR strategies evident based on observation

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:
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To increase the proficiency of black students in comparison to non-black students based on district and state assessments.

Based on FSA data, our 2017 gap was 21% for black students, our goal is to close this gap by 10% by May 2018

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Implement culturally responsive instructional practices in classrooms	Culturally Responsive strategies , observations
Provide targeted professional development and coaching to teachers and leaders on culturally on culturally responsive strategies to increase engagement in rigorous instructions for black learners and increase the percentage of proficient students	Student engagement % and # of classrooms observed and evident

Subgroup Goal (ELL)	Goal Manager:
Increase proficiency of ELL students in comparison to non-ELL students. Based on 2017 FSA ELA results only 14% of our ELL students met proficiency, our goal is to increase our percent meeting proficiency to 30% by May 2018.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Using the Marzano learning scales for each module, ELL teachers and classroom teachers collaborate at the beginning of the school year to plan and select interventions to support and accommodate student needs based on the learning target.	Monitor PLC notes and meetings and action plans in regards to ELL proficiencies
Students are provided standard curriculum with scaffolding to support their “productive struggle” in the English language with rigorous tasks that meet grade level standards.	Monitor PLC notes and meetings and action plans in regards to ELL proficiencies; student data

Teachers will utilize and discuss Can do Descriptors in PLC's	Can do descriptors and Lesson Plans.
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Subgroup Goal (ESE)	Goal Manager:
60 % of our 3-5 grade students will earn a level 3 or above on the 17-18 on FSA ELA.	

65% of our 3-5 grade students will earn a level 3 or above on the 17-18 FSA Math

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Increase communication between ESE and General Education teachers regarding daily instruction and IEP Goals.	Common planning, PLC minutes
Purposeful discussion during data chats and PLC's regarding the numeric disparity between ESE and non-ESE students by monitoring, reviewing and modifying instruction strategies and action plans.	FSA, district assessments, FSAA
Assure specifically designed instruction is addressed with a continuum of supports and services	Lesson plans and walk thru's

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	Grade 1st <i>Select</i>	Grade 2nd	Grade 3rd <i>Select</i>	Grade 4th <i>Select</i>	Grade 5th <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)				73	41			114	17
Students with excessive absences / below 90 %	22	28	21	28	17			116	17.4
Students with excessive behavior / discipline**	0	0	3	0	1			4	0.6
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators			1		3			4	0.6

*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.	
To decrease the % of students missing 10% or more school days	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Attendance will be closely monitored by the child's study team on a monthly basis.	Child study team minutes
Incentive plans for families that reduce the number of absences and/or tardies.	School Profile

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EWS - Discipline

Discipline Goal	
Please ensure that your goal is written as a SMART goal.	
The number of out of school suspensions will decrease from 19 to 10 for the 2017-2018 school year. Our SBLT team will conduct monthly check points to ensure we are making progress toward the goal.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Implementation of our School Wide Recognition Program which uses class dojo to record and allow classes to earn points that they may use for rewards	The number of behavioral incidents and out-of-school suspensions decreases.
Individual goal setting for students.	Monitor the plans with teacher feedback

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.

Our extended learning programs are: STEM, Multicultural Club, Coding, Crazy 8’s Math Club, Readers Theater, Harry Potter, Art/Math, Targeted tutoring for L25% Gr. 3-5.

Data sources used to identified students in need of academic intervention include: MAPS data, FSA results and formative assessments.

Actions / Activities in Support of Goal	Evidence to Measure Success
To increase the amount of students attending the early intervention and enrichment programs.	Student enrollment and attendance.
Increase the number of enrichment programs	The number of students enrolled and class size.
To reduce the number of students needing academic intervention	Assessment data

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	25.5%
% receiving effective rating or higher		% first-year teachers	6.4%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	17%
% certified in-field**	100%	% with 6-14 years of experience	34%
% ESOL endorsed	53.2%	% with 15 or more years of experience	42.6%

*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.

All positions will be posted to recruit candidates that are highly qualified and represents our student population.

When teaching openings occur, the Principal convenes a selection committee to review resumes of candidates, seeking to find the most viable candidates to interview. Principal and interview teams meet all viable candidates then provide input finding the most viable candidate. Once recommended

Staff celebrations and recognition throughout school year.

 SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Jessica	Clements	W	Principal
Kim	Noorbakhsh	W	Assistant Principal
Ann	Lewis	W	Teacher
Anne	Lopez	W	Behavior Specialist
Rachelle	Blanco	W	Teacher
Janeen	Watkins	W	Teacher
Marquetta	Rich	B	Support Employee
Harriet	Bauford	B	Support Employee
Maria	Rosario	H	Support Employee
Kim	Beal	W	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
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		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
This school year we are working one expanding our membership data base.	

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson: Jessica Clements
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Please state the days / intervals that your team meets below.
One Wednesday per month for 45 minutes

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.

SIP funds will support the initiatives taken to implement professional development in the Florida Standards and purchase materials to support this initiative.
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