School Improvement Plan 2017-18

74th Street Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Donna Gehringer	SAC Chair: Dawn Bohler

School Vision	74th Street Elementary is committed to 100% student success through nurturing lifelong learners that value education.

School Mission	The mission of 74th Street Elementary is to set high expectations and celebrate student success in our community of learners to create an environment of maximum student achievement.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
550	5	13	23	5	54	0

School Grade	2017: C	2016: C	2015: D	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	43	40	52	45	46	31						
Learning Gains All	48	46	48	59								
Learning Gains L25%	45	27	37	59								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Donna	Gehringer	FT	1-3 years
Assistant Principal	Kurt	Wyne	FT	4-10 years
MTSS Coach	Donna	Katsiyiannis	FT	1-3 years
Kindergarten Teacher	Michelle	Gibson	FT	1-3 years
First Grade Teacher	Deena	Santiago	FT	4-10 years
Second Grade Teacher	Melanie	Moore	FT	11-20 years
Second Grade Teacher	Ariel	Storch	FT	1-3 years
Third Grade Teacher	Jennifer	Cocio	FT	4-10 years
Fourth Grade Teacher	Debra	Martin	FT	1-3 years
Fifth Grade Teacher	Serena	Utz	FT	4-10 years
ESE Teacher	Renee	Hall	FT	11-20 years
Art Teacher	Dawn	Anderson	FT	20+ years

| Total Instructional Staff: | 49 | Total Support Staff: | 31 |

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).

> 74th Street Elementary is Positive Behavior school that integrates Restorative Practices to ensure that children feel safe and welcome at the school. Morning meetings and peace corners allow students to deal with conflict in an appropriate manner. Students are recognized for their efforts and are given a "clean slate" if they have a minor disruption that interrupts learning. 74th Street has a specific policy for major and minor campus disruptions and a matrix for how these disruptions are handled. Furthermore, 74th Street has an extensive no tolerance for bullying policy that helps students feel safe. It is the intention of the school to use the PAWS (PBS) program to provide students a learning environment where they feel comfortable taking risks to increase their learning. In addition, 74th Street has a full time Behavior Coach and a Behavior Specialist who provide behavior counseling, intervention and staff training to help create a safe and positive 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?

> During pre-school school-wide staff training, expectations are taught and reviewed for understanding and implementation. Throughout the year, the expectations are revisited to ensure consistent application. The PBS team meets monthly to review student data, assist teachers with interventions and data collection. New teachers are provided a mentor to ensure that expectations are taught and utilized in the classroom.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> The School-wide Behavior Plan outlines this process. 74th Street Elementary uses the Positive Behavior Support program to create consistent school-wide expectations for students. Within this system, students are randomly rewarded for positive expectations being met. This plan also includes a matrix for how to deal with minor vs. major discipline incidents as well as chronic misbehavior. The SBLT team meets weekly to monitor the Tier 1 students and to ensure that Tier 1 Core is being implemented effectively and with fidelity. The School has an MTSS Coach that meets bi-monthly with teams to discuss Tier 2 academic and behavior students. PSW/FBA meetings monitor the Tier 3 students. The school-wide character trait of the month is shared through the TV News program and teachers implement the Jaguar in Action monthly award as well as school store where students can purchase items using their Jaguar Bucks that they earn as a result of positive behavior.

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?

> Administration and teachers build relationships with students and families from day one. These relationships are built by doing monthly family engagement/learning events, family surveys, school

orientations, Back To School Night, parent conferences and frequent staff/Principal meet and greet sessions. Teachers and staff continually communicate with families and students through: school agendas, School Messenger, letters home, school website and school marquee. 74th Street has a Family and Community Involvement Liaison who fosters positive relationships between the school and our families. This Liaison makes personal contact with families and facilitates the process of getting parent volunteers, PTA and SAC membership and business partner memberships. This liaison also learns specific concerns of the community and families and communicates these issues to staff on a regular basis (such as students in foster care, homeless students, students in need, etc.).

Teachers consult our Specialist staff when students are in need of supplemental or intensive supports. We provide opportunities for social-emotional learning through our staff of Guidance, Social Worker and Behavior Coaches working with identified groups of students. Academic support is provided by our Literacy Coach, Math Coach, and MTSS Coach. Physical needs are addressed by our Administration and School community.

This year the Principal's Autonomy Grant will allow the Principal and the Autonomy Grant Focus Team, as well as the stakeholders, to look at ways to best allocate resources to ensure student success.

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

Our school closely monitors attendance through Performance Matters and Focus. This year, based on data sources previously mentioned and data obtained through a parent survey, the Child Study Team will be heavily emphasizing our EL students to reduce the number of absences and tardies by at least 10% by May 2018. A PSW for attendance is done quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school. The results of the survey include transportation, doctor appointments and students being sick as the initial barrier as to why students are late and/or missing school. We have many attendance incentive programs and competitions to encourage school attendance.

To monitor student behaviors, teachers turn in a spreadsheet highlighting individual students. This along with classroom monitoring, determines if students are having difficulty and are in need of support. The Child Study Team and MTSS team monitors this data and puts interventions in place when needed. Discipline data is also reviewed to determine if there is a disparity gap.

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?

Administration ensures that ongoing professional development is provided to raise the rigor utilizing the Marzano framework. During walkthroughs, instruction is being monitored for higher levels of Depth of Knowledge to ensure complexity of the standards are being met. Grade level monthly data chats and timely actionable feedback are facilitated by Administration to review specific data and determine how to best implement instructional strategies to meet the needs of all students. This year the Principal's Autonomy Grant will allow the Principal and the Autonomy Grant Focus Team, as well as the stakeholders, to look at ways to best allocate resources to ensure student success. Additionally, teachers will engage in a book study from the book, Carrots are Better than Sticks: Restorative Practices for Positive Classroom Management. PLC's and Curriculum meetings will have a Restorative Practice element to them so teachers have hands on immediate activities/strategies that they can implement immediately in their classrooms. Teachers will be intentionally planning and delivering standards based instruction. They will use multiple ways to assess learning as well as providing feedback to students about their learning.

🟩 **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?	
The faculty will have a consistent school-wide behavior management plan with an early warning system that addresses student academic and behavior needs, so that Seventy-fourth Street Elem. will increase student engagement and proficiency targets. The number of behavior calls, compared to the 2016/17 school year will be reduced by 20% by May 2018.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
School-wide pre-school training, periodic training throughout the year and data chats from walkthroughs and referrals	Administration and Behavior Coach, Behavior Specialist
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.	
The primary goal is to integrate Restorative Practices, specifically a peace corner and Morning Meeting for all students and use a check-in/check-out system as a Culturally Responsive Intervention for black students this will reduce the number of behavior calls, based on last year's data for African-American students by 20% by May 2018. Additionally, mentoring as well as the AVID strategies described below will be integrated. The learning gaps will be addressed by identifying African-American students through the MTSS process. Data will be reviewed weekly by SBLT to ensure that the learning gaps are being addressed. These actions will result in a 25% Math and ELA FSA proficiency increase.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The students will be able to improve their behavior and academic learning through the implementation of the AVID program. The AVID program is a school-wide college ready program that targets students who may face adversity in their learning and behavior as a result of a variety of factors. The program provides organizational skills, teacher strategies and mentoring to keep under-served and/or minority students on or above academic expectations. MTSS will meet weekly and review data to address learning gaps.	Administration, Behavior Specialist and Behavior Coach, MTSS Intervention Specialist
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 <u>successes</u> have you seen to date? What data did you review to measure your success?

74th Street is implementing research-based resources including: AVID strategies, collaborative lesson planning, use of a lesson plan template, and formative assessments to increase academic rigor and student engagement. We reviewed current FSA data and noted that learning gains in proficiency for all students have been shown in Math and ELA. We will continue to follow ELA modules and Math units with fidelity as well as implementing MAP assessments, approaches from the book entitled, <u>Number Talks,</u> and afford

opportunities for Collaborative planning with Coaches to ensure standards-based instruction and rigorous tasks are being taught.

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?

The FSA data revealed that a need for learning gains for all students in ELA and math as well as learning gains for the lowest 25% in math. We will increase student engagement through student-centered learning and autonomous rigor.

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 through the use of goals and scales, rubrics, formative and summative classroom assessments, discussion in PLC's and data chats, District provided assessments, and state provided assessments. Specific measures include MAP testing, classroom tests generated through UNIFY and teacher-made assessments.

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).

Teachers provide instruction that is differentiated based on data to remediate and enrich learning. Students are afforded opportunities such as: STEM Academies, After-school tutoring, Nemours, Jan Richardson Guided Reading, Leveled Literacy Instruction and Restorative practices. These are monitored through data obtained in iReady, pre-and post-tests and skill preparedness through differentiation in small groups. Core is monitored through the number of students progressing through MTSS as well as Data Chats conducted individually and through grade level meetings. Trends are analyzed and addressed. Through the implementation of AVID strategies, students at 74th Street Elementary are given academic skills to prepare them for transitioning to Middle School.

◆ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Instructional Staff will use formative assessments to measure, plan and deliver standards-based instruction to differentiate learning. The information gleaned will guide small group instruction, provide re-teaching opportunities as well as enrichment activities. This will increase rigor as well as engagement because students will be working on their appropriate levels.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected and analyzed through MAP, county assessments, informal and formal observations, PLC discussions and data chats.	Administration, teachers, coaches and MTSS team
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Instructional staff will implement AVID strategies, Math Number Talks, and Gradual Release in ELA with a lesson plan template to ensure student autonomous rigor.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected and analyzed through Collaborative planning, lesson plans, walkthrough data, Interactive Student Notebooks and journaling, MAP and county assessments.	Administration, teachers, coaches
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

Student engagement will increase through the use of Restorative and PBS Practices specifically classroom meetings, Peace corners, and school-wide expectations.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected and analyzed through referral rates, walkthrough evidence, behavior assistance, and the use of Culturally Responsive classroom techniques.	Administrative Team

Collaboration for Professional Growth

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

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

According to the results of the AdvancED climate survey, 91% of the staff believe that the school leaders support an innovative and collaborative culture. This is accomplished through collaborative planning, vertical and grade level PLC's, weekly positive kudos and praise in the Principal's "Monday Message" and opportunities for the staff to recognize each other through "paw prints" shared at Staff Meetings. Areas for growth include ensuring that all staff members use supervisory feedback to improve student learning. Administrators will provide actionable feedback and follow up with teachers to see evidence of feedback being implemented. Administrators will provide coaching to teachers to ensure that students reach higher levels of learning.

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.

Teachers will engage in weekly PLCs during one planning time which will include: math, literacy, or MTSS coach to review current data, participate in professional development, and plan for lessons based on data. Teachers will also participate in data chats and PLC's focused on Formative assessment. The schedule includes time for collaborative planning. Time will be spent in PLC's reviewing feedback to improve student learning.

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?

Professional Development for instructional staff has focused on the use of the AVID Strategies, PBS, and specific math, science and ELA content, raising student rigor through higher level questioning and more creating student-centered classrooms. These sessions have led to increased teacher effectiveness as evidenced through student test scores on state and county assessments. Next steps include utilizing a lesson plan template, gradual release in ELA, Number Talks in Math, AVID note taking strategies and implementing Restorative practices.

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

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practices and Book Study-<u>Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management</u>	Pre-school and continue throughout the year	Teachers	Implement Restorative Practices in their classrooms-utilize Morning Meetings and a Peace Corner to reduce referrals.
Number Talks	Pre-school and continue throughout the year	Teachers	Implement the Mental Math and Computation strategies outlined in the book to raise Math scores.
AVID Strategies	Pre-school and continue throughout the year	Teachers	Further our AVID study focused on Note-taking strategies, Interactive Notebooks, and study skills
ELA Reading Lesson Plan Templates and Gradual Release	Pre-school and continue throughout the year	Teachers	Write quality lesson plans that demonstrate the parts of the ELA block. Utilize the Gradual Release method to give ownership back to the learners.
Formative Assessments	Pre-school and continue throughout the year	Teachers	Teachers will use information gleaned through Formative assessments to guide their instruction.
MAP	Pre-school and continue throughout the year	Teachers	Teachers and students will use information obtained through MAP assessments to guide their instruction/learning.

Family and Community Engagement

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

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

We will have monthly family events throughout the year which will have an academic focus to enable parents to have a better understanding of student academic expectations. The Principal will work in partnership with the District PTA President and the Title I office to garner ways to increase our PTA involvement. We will increase SAC membership by increasing communication regarding meetings and events. Our AdvancED survey indicated that parents want increased school/home communication. We will accomplish this by emphasizing the daily agendas, AVID Interactive Notebooks, Positive phone calls home made by the Principal as well as the teachers, Student-led Conferences and Parent-Teacher Conferences.

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.

Being a Title I school we have a variety of events that focus on student achievement. An example is a Saturday Writing Bootcamp where parents can get trained on ways to assist their children in writing. We have a parent conference "week/night" which affords working parents the opportunity to attend. We have vast means to communicate with families, ie, School Messenger, emails, parent communication logs, agendas, newsletters and our marquee. We provide school communication in English as well as Spanish to best meet the needs of our families. This year the Principal's Autonomy Grant will allow the Principal and the Autonomy Grant Focus Team, as well as the stakeholders, to look at ways to best allocate resources to ensure student success.

Family Engagement / Planning Inventory

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

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

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

Family Engagement / Key Goals and Strategies

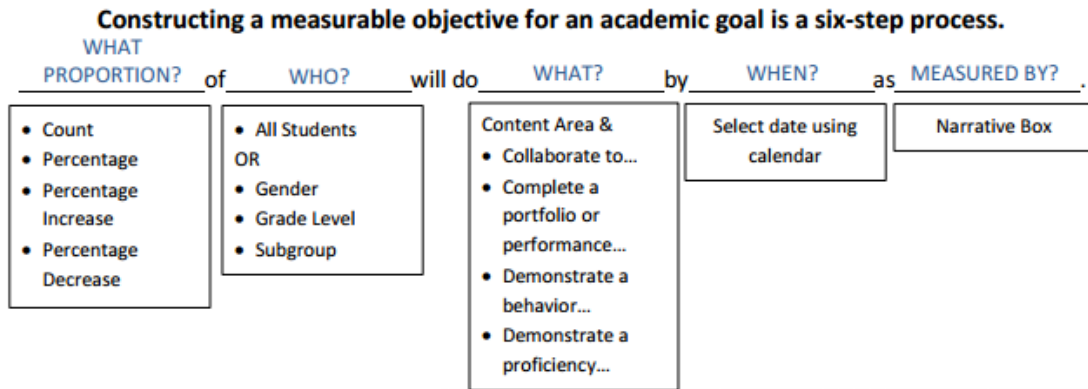| **Goal 1:** What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
We will engage families in monthly events that have flexible meeting times in order to enable families to attend. The events are all academic in nature and are meant to build skills and knowledge, some examples are: Publix Math Night, Reading Under the Stars, Grade Level Data Celebrations, and Pastries for Parents that includes a reading component. In addition, to build connections, we have an ESOL night.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Evening Family Events	Principal/Assistant Principal

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?	
We provide families with up-to-date community events via Peach Jar, our school marquee, and our full-time Social Worker disseminates pertinent information as well as our School Psychologist. Families are given the opportunity to provide input in our front office Parent and Family Input Box as well as through surveys and SAC and PTA meetings.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Dispersing information to parents in a timely manner, flexible event times and providing resources such as babysitting to parents during school-wide events	School Community
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.

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:** Principal
If all 74th Street Elementary English Language Arts teachers receive structured support in effective, standards-based collaborative planning including the use and implementation of formative assessments, gradual release, and the creation and usage of tasks that meet and/or exceed the complexity level of the standard, then students will increase their ELA learning gains from 48% to 57% as evidenced by the 2017 – 2018 Florida Standards Assessment. Additionally the lowest 25% of the students will increase their ELA learning gains from 45% to 57% as measured by the 2017-18 FSA.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**

Collaborative planning time will be scheduled during grade-level PLC's to allow for ELA Coach to support understanding and unpacking standards, selection of standard-based formative assessments, the use of gradual release and creation of appropriately student-centered rigorous tasks.	Lesson plans with the use of the lesson plan template, formative assessments, OPMs and related data, student work samples, coach logs, MAP/common assessment data, observations
Active coaching techniques will be used to support classroom teachers in the implementation of student-centered rigorous tasks and assessments.	Administrator observations, coach logs, assessment data
Students will receive targeted actionable feedback in relation to their growth toward the standards.	Teacher provides feedback on standards-based assignments, monitors and follows up with the students' and their progress
Students will continue to use iStation as means of instruction as well as to provide immediate feedback	Teacher will monitor iStation usage. Administrators will celebrate iStation growth monthly.

Mathematics Goal	**Goal Manager:** Principal
To increase student proficiency of the Math Florida Standards, Seventy-Fourth Street Elementary Math teachers will receive structured support in collaborative standards-based planning, with a focus on unpacking the standards and the use and implementation of formative assessments to meet the needs of all learners. Additionally, use rich mathematical tasks that meet or exceed the complexity of the standards to foster a student-centered learning environment which will result in an increase in student proficiency from 52%-70% as evidenced on the 2017-2018 Florida Standards Assessment. Additionally, the L25 students will raise their proficiency rate from 37% to 50%.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Collaborative planning time will be scheduled, grade-level PLCs to allow for math coach to support teams in the unpacking of standards, implementation of the MFAS system, math number talk strategies, and selection of rigorous tasks.	Lesson plans with the use of the lesson plan template, formative assessments, OPMs and related data, student work samples, coach logs, MAP/common assessment data, observations
Active coaching techniques will be used to support classroom teachers in the implementation of the student-centered rigorous tasks and assessments.	Administrator observations, coach logs, assessment data

Science Goal	**Goal Manager:** Principal
If teachers implement district provided standards-based curriculum and science lab activities with structured science coaching support, then 64% of students will demonstrate proficiency as evidenced by the 2017-2018 FCAT.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Establish routine practice of the 10/70/20 model for students, follow the district timeline, implement standards-based curriculum.	Diagnostic assessments, SLAGS, Science journals, Success Criteria, BOAST and game outcomes
Monitor for consistent implementation of instruction and processes which support the effectiveness of science instruction and the science lab	Diagnostic assessments, SLAGS, Science journals, Success Criteria, BOAST and game outcomes
Pre-assessments will be completed at the end of each SLAG and post-assessment quizzes will be completed in Unify for teachers	SLAGS, Pre-assessments and post-assessments

to measure and identify needs and trends in data, specifically for students close to proficiency.	

🔷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 Schools	**Goal Manager:** Assistant Principal
In 2017-18, our school will eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. 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.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
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.	Healthy Schools Program Assessment

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔷Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Principal

If the African-American students, at 74th Street Elementary, data are monitored regularly through the MTSS process and teachers implement engagement strategies and appropriate interventions, then the achievement gap will be reduced, resulting in African-American students going from 33% in 5th grade ELA to 50% as well as Fourth grade Math students increasing their scores from 33% to 50%. While African-Americans outscored White students in the area of Science by 14% in 2016/17, Black students will increase their science scores to 59% on the Science FCAT.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Identified students will have a Check-in/out system to assist in building relationships and provide interventions as needed	Formative assessments, MAP/common assessments, attendance, reduction in incident occurrences
Support teachers by providing professional development on building relationships and sharing student data with black families	The percentage of black families who report that they are satisfied or highly satisfied with school communication, events related to their child

Subgroup Goal (ELL)	Goal Manager: Principal

Teachers explicitly teach and develop the language of the content area including: vocabulary and specific patterns and form this will increase student proficiency by 25% as evidenced by the 2017/18 Florida Standards Assessment in Math and ELA.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Monitor the effectiveness and implementation of lessons tied to standards.	Formative assessments, WIDA, MAP/common assessments, student work samples
Teachers will implement ESOL and AVID strategies to engage students in rigorous tasks	Lesson plans, walkthroughs
Teachers will use the data from the 2017 ACCESS tests to plan and deliver instruction at students' individual level of language proficiency.	Increase scores on 2018 ACCESS test, enriched vocabulary and fluency

Subgroup Goal (ESE)	Goal Manager: Principal

ESE teachers at 74th Street Elementary will receive professional development on Spire and IRLA programs to enhance specialized instruction for each student. This instruction will demonstrate an increase in 3rd ELA from 8% to 20%, 4th grade from 13% to 25% and 5th grade from 40% to 50% as measured by the 2017/18 Florida Standards Assessment.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
District Professional development for ESE teachers and delivery and use of the programs	Teacher attendance in District-wide training, lesson-plans and walkthrough data
Teachers will plan intentionally for specially designed instruction to address IEP goals and grade level standards	Collaborative planning, lesson plans, IEP documents

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

Males will increase their scores in 3rd grade ELA scores from 30% to 50% as measured by the 2017/18 FSA. Additionally, males will increase their 3rd grade Math scores 51% to 60% to become better aligned with their female counterparts.

Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will engage in Responsive Instruction ie, students are provided with an increase in student thinking that is connected prior to learning, students have regular use of manipulatives and are provided with a multitude of things to touch and sense during reading, writing and math instruction.	Increased scores on a variety of assessments, such as: MAP, Reading Records, UNIFY math quizzes, as the precursor leading up to FSA testing.
Teachers will build classroom libraries with student interests in mind.	Students will show an increase in the desire to read and the amount of time spent on independent reading as evidenced by their individual reading logs.

Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	N/A	N/A	26	29	38				
Students with excessive absences / below 90 %	20	16	20	21	20				
Students with excessive behavior / discipline**	1	1	3	5	1				
Students with excessive course failures**	6	2	6	5	4				
Students exhibiting two or more Early Warning indicators	25	18	46	48	56				

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for

high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬡ EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent 10% or more from school by 5%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Actions/Activities include: Weekly Child Study Team Meetings, Problem solving to determine the most common reasons/barriers our students miss school. Develop and implement interventions that target identified reasons/barriers to school attendance. Ensure that our students who are chronically absent meet regularly with a mentor. Ensure families are aware of the importance of attendance and engage them in attendance related activities.	Examples of evidence: Data on the % of students absent 10% or more from school. Child Study Team minutes with interventions utilized.

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
If the faculty has a consistent school wide behavior management plan with an early warning system that addresses student academic and behavior needs, then Seventy-Fourth Street Elem. will cut the number of discipline referrals by 50% from the previous school year.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
PBS team will continue to meet monthly to evaluate the effectiveness of the program and to maintain fidelity and keep a focus on the essential elements of the program.	The Data Review team and SBLT will continually review attendance and referral data to determine if the school wide behavior plan is effective and if referral rates are 50% lower than last year.
Restorative practices such as a Morning Meeting and Peace Corners will be implemented in each classroom.	50% reduction in the number of referrals dispersed in the school year as measured by the number in the previous school year.

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.

Seventy-Fourth Street Elementary will have an extended day which will provide for targeted literacy interventions determined by data evaluation from MAP, running records, iStation, district and state assessments. There will also be ELP using iReady data.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
If all teachers reflect on pedagogical practice through analyzing data in PLC's for instructional implications that drive instruction and student interventions, then Seventy Fourth Elementary will meet data targets in 2017-2018.

Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will meet in grade level PLCs to analyze data.	PLC agenda and minutes
Teachers will organize students in differentiated groups to deliver targeted interventions based on data.	Lesson plans, administrator walkthrough data and observations with feedback
Teachers will conduct data chats with students to support students with goal setting based on their individual data.	MAP testing, IStation goal setting sheets, ST Math goal setting sheets, ELA and Math data chat sheets

Section 3 – Required Items / Resources

⬡ **Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	48	% with advanced degrees	52
% receiving effective rating or higher	100	% first-year teachers	2
% highly qualified (HQT)*	100	% with 1-5 years of experience	17
% certified in-field**	100	% with 6-14 years of experience	15
% ESOL endorsed	49	% with 15 or more years of experience	14

*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.

Utilize School-based Mentors to support new teachers, regular meetings with Administrator, Team Leaders and Instructional Coaches support new teachers through the use of PLC's and Mentor meetings. Administrator/Mentor provide guidance in a collaborative role. New teachers meet with Mentor Teachers on a monthly basis as a New Teacher PLC. Within the PLC, ideas, problems, and best strategies are discussed and monitored for effectiveness. Additionally, teachers who are new to 74th

Street and veteran teachers who, after observation by Administration, require mentoring, meet with Mentor. Activities include: observation of Mentee's instruction with feedback, planning lessons with Mentee, connecting lesson activities to Florida State standards, discussing student progress and analyzing student work and co-teaching lessons. The school is making a concerted effort to increase the number of African-American and Hispanic teachers and staff members on campus.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Donna	Gehringer	White	Principal
Cheryl	Williams	Black	Business/Community
Dawn	Bohler	White	Parent
Tonya	Dennis	Black	Support Employee
Chris	Bohler	White	Parent
Mit	Ravel	Asian	Parent
Arsenio	Alvarez-Fumero	Hispanic	Parent
Viola	Ponce	Hispanic	Parent
Donna	Katsiyiannis	White	Teacher
Onah	Pham	Asian	Parent
Rosa	Vargas	Hispanic	Parent
Renee	Hall	White	Teacher
Christina	Sellaro	White	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		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?

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

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

☒ Yes	☐ No	Committee Approval Date: 7/27/2017

⬡ **SBLT / MTSS Leadership Team**

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

☒ Yes	☐ No	Chairperson: Principal

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

Substitute teachers to provide time to teachers for PLC planning and lesson study- $180 LLI and Florida Ready Materials to support Literacy Intervention-$400 Supplies for PBS implementation and PBS Incentives- $500 PD experts from outside of the district to provide additional PD-$500 Funds to pay for staff developers-provided by the district Books/Materials for book studies-$1,000