PCS
PINELLAS COUNTY SCHOOLS

School Improvement Plan
2017-18

Shore Acres Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Nina A. Pollauf	SAC Chair: Beth Willis

School Vision	*Succeed Achieve Educate* *100% Student Success*

School Mission	*The Mission of SAE is…*to provide a rigorous educational program to prepare students to be life-long learners and productive citizens.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
687	3.8	15.7	13.8	3.8	62.9	

School Grade	2017: B	2016: B	2015: B	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	56	48	62	60	56	52						
Learning Gains All	59	53	74	66								
Learning Gains L25%	60	47	44	53								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Nina	Pollauf	FT	1-3 years
Assistant Principal	Kristin	Waechter	FT	1-3 years
Guidance Counselor	Melanie	Every	FT	1-3 years
Media/Technology	Stacey	Barnard	FT	1-3 years
Psychologist	Delia	Burglund	PT	
Social Worker	Angela	Tuckett	PT	
Total Instructional Staff: 49		**Total Support Staff:** 29		

School Culture for Learning

School-wide Behavior Plan

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

> Our School-wide Behavior Plan's approach is restorative and integrates all the critical components of PBIS (school-wide expectations/rules, guidelines for success, plans for teaching pro-social/appropriate student behavior, positive reinforcement for behavior, restorative practices and Mindfulness). Expectations are: Positive Attitude, Respect, Individual Responsibility, Demonstrate Safety and Excellence Always (PRIDE). PRIDE posters, voice level poster, attention signal poster and school-wide expectations are visible in every classroom and throughout the school. The PBIS team meets monthly to review discipline data and monitor for fidelity of implementation.

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?

> School-wide expectations will transfer to the classroom through daily morning meetings focused on culture building, the explicit teaching, modeling and practicing of clear classroom expectations, processes and procedures and a restorative approach to discipline. Teachers will review rules, processes and procedures after each long weekend and extended holiday break. We will provide staff with strategies for the explicit teaching of pro-social emotional intelligence building and empathetic skills to support students' ability to contribute to a positive culture. Discipline data by sub-group is reviewed monthly and routine walkthroughs ensure equitable implementation in the handling of 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.

> The SBLT meets weekly to discuss those students identified as needing academic (PSW) and/or social-emotional (PBIP) supports. A personalized learning plan that best meets the needs of the individual student is then put in place and monitored for fidelity of implementation. Teachers collect data on a weekly or bi-weekly basis and data chats to review progress are scheduled with administration monthly. Our student services team provides differentiated support through Child Study Team, EWS, MTSS, individual and group counseling, STEP and teacher mentoring program.

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?

> The SBLT meets with the Child Study Team bi-monthly to monitor early warning system (EWS) data, problem solve and develop personalized learning plans for each individual student in need of supplemental or intensive supports. Our school nurse provides medical emergency action plans for all students needing individualized medical attention.

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).

SAE monitors student progress through attendance data, EWS data, discipline data, ELA/Math/Science MAP assessments, on-going formative assessments, running records, PLC data chats, I Station, St-Math, and FSA data to determine if additional supports are needed.

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?

SAE teachers provide an instructional model (Marzano) that ensures rigorous, culturally relevant instruction for all students, using assignments aligned to challenging state standards, engagement strategies and student-centered practices (Marzano Map). Students are: Cognitively engaged in rigorous, standards-based content, empowered to take ownership of their learning and demonstrating understanding. Teachers are: Intentional in planning and delivery of standards-based instruction, gradually releasing responsibility of learning, providing consistent feedback about the learning and providing multiple ways to assess learning. Leaders are: Setting goals and developing actionable plans, aligning resources and monitoring data, building a positive culture and climate by coaching and being visible, supportive and providing feedback and empowering growth through PLCs, collaboration and distributed leadership.

⬡ **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?	
To improve the overall culture and climate at SAE, teachers and staff will embrace "Mindfulness", hold daily "Morning Meetings" and adopt a Restorative Practices approach to discipline, predicated on healthy and productive relationships between and among students and staff, resulting in a positive teaching and learning environment as measured by a reduction in discipline referrals, in-school suspensions and out-of-school suspensions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide professional development in restorative practices and implement daily morning meetings to include Mindfulness and a Restorative Practices approach to school-wide and classroom management.	Administration PBIS Team Classroom Teachers
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 reduce the discipline and learning gaps between Black and Non-Black students, SAE teachers will utilize culturally responsive instructional strategies (oral language and storytelling, cooperative and small group settings, music and movement and explicit vocabulary instruction) and a restorative practices approach to discipline in order to increase engagement in rigorous instruction and reduce disciplinary infractions for minority learners leading to higher proficiency rates, increased learning gains and decreasing discipline and achievement gaps for our Black students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize culturally responsive instructional strategies (oral language and storytelling, cooperative and small group settings, music and movement and explicit vocabulary instruction) and a restorative practices approach to discipline in order to increase engagement in rigorous instruction and reduce disciplinary infractions for minority learners.	Classroom Teachers

Standards-Based Instruction for Learning

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?

SAE teachers utilize an instructional model (Marzano) that ensures rigorous, culturally relevant instruction for all students using instructional practices aligned to challenging state standards, engagement strategies and student centered practices (oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback). Teachers study on-going formative assessments, Running Records, Tier 2, I Station and ST-Math data as teams to plan for instruction, form small groups and provide strategies to meet their students' differentiated needs. The SBLT studies EWS and Tier 3 assessment results to monitor the effectiveness of strategies being implemented. The SBLT monitors the implementation and fidelity of instructional practices through daily walkthroughs and studies district/state assessment results to identify areas of strength and weaknesses. Current data reflects an 8% increase in overall reading proficiency, a 6% increase in the % making learning gains in ELA, a 13% increase in the % of our L25% making learning gains in ELA, an 8% increase in the % making learning gains in math and we increased our total points earned by 29 points.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

Based on SAE's historical data profile, ELA presented as "always low" and a key area for focused improvement. In 2017, first grade SAT-10 reading results showed a 7% decrease in the number of students earning stanines of 4-7. Current FSA data showed increases in ELA proficiency at each grade level with an overall increase of 8% and ELA gains of 6%. Although Math proficiency increased in both 4th and 5th grade and math gains increased by 8%, there was a significant decrease of 15% in 3rd grade. Black/non-black achievement showed an average gap of 33% in both reading ELA and Math and 5th grade Science showed an increase of 4%.

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 applying goals and scales, utilizing "backward planning" strategies, studying on-going formative assessment results, analyzing student work, providing substantive feedback/goal setting (student/teacher data chats) and analyzing Running Record, Tier 2/3, district MAP assessments, I Station and ST-Math data.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

SAE supports all students in reaching grade level proficiency and transitioning from elementary school to middle school by providing hourly teacher support to Tier 2/Tier 3 struggling students identified through the MTSS process, initiating targeted interventions via personalized learning plans (PMP), providing an after school extended learning program to meet the needs of each student, with priority given to struggling students/enrichment programs to improve student achievement at all levels, and encouraging attendance in the Summer Bridge extended school year program.

⬡ **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?	
Improve teaching and learning in all classrooms by implementing consistent instructional walkthroughs with feedback, focused on rigorous standards-based instruction and assignments aligned to challenging state standards (requiring analysis, comprehension and knowledge utilization) and monitoring student data to identify areas of need in order to provide targeted professional development with an emphasis on culturally responsive practices and formative assessments.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough data, district MAP assessments, iStation/ST-Math data and formative assessments for each content area will be collected and analyzed to monitor implementation.	Classroom Teachers Administration
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?	
Improve teaching and learning in all classrooms by Implementing culturally responsive practices such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction and monitoring with feedback and monitoring student data to identify areas of need in order to provide targeted professional development with an emphasis on culturally responsive practices and formative assessments.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
District MAP, on-going progress monitoring and FSA reading (ELA) and math data results will be collected and analyzed by race to monitor implementation.	Classroom Teachers Administration

Collaboration for Professional Growth

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

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

> Our AdvancED staff survey identified our specific area of growth to be "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." To ensure that supervisory feedback is used to improve student learning, administrators will monitor lesson plans via Plan Book, conduct focused walkthroughs, attend grade level PLCs and hold individual teacher data chats after each assessment cycle.

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.

> SAE's master schedule was written and approved to include block scheduling which allows a common planning time for every grade level at least four days each week.

⬡ **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 over the past year were: ESE accommodations, I Station, Goals and Scales, Mindset, JR Guided Reading Routine for grades 3-5, JR Running Record Kit for 3-5 and Monitoring for Learning trainings. Increased teacher effectiveness and student learning was evidenced through instructional walkthroughs and student data results. We will continue to conduct walkthroughs with feedback and monitor student data to identify areas of need in order to provide targeted professional development with an emphasis on culturally responsive practices and formative assessments.

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 Practice Training	Summer	PBIS Team	Strong School Climate
ECET-2	Summer	AP, Teachers	Leadership Development
Marzano Key Instructional Elements	Pre-School	Staff	Rigorous, Culturally Relevant Instruction
SIP/BTG	Pre-School	Staff	Equity and Excellence for All
School-Wide PBIS Plan	Pre-School	Staff	Implementation of Equitable Practices and Procedures
Mindfulness	Pre-School	Staff	Increased Emotional Intelligence
Morning Meetings	Pre-School	Staff	Positive Classroom Climate
Book Study	Fall	Staff	Effective Classroom Management

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).

Our AdvancED parent survey identified our specific area of growth to be "Our school's purpose statement is formally reviewed and revised with involvement from parents."

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

At the beginning of each school year SAE, in conjuction with PTA/SAC, holds a teacher "Meet and Greet" during pre-school to familiarize parents with the school's Vision/Mission, policies and procedures and their child's teaching and learning environment. During Back to School Night in August the parents are introduced to the state standards being taught at their child's grade level, as well as the classroom teacher's expectations, processes and procedures. Reading, Math and Science Curriculum Nights are scheduled throughout the year. Parent/teacher conferences are held to review current assessment data and share strategies to increase performance. Academic websites are sent home with each student to enable parents to extend the learning at home. SAE also holds an FSA Parent Night to familiarize parents with the rigorous nature of the assessment.

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.
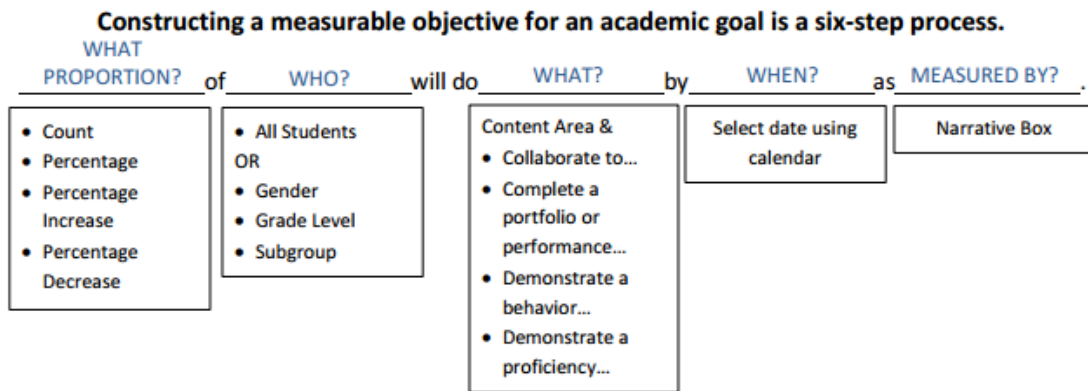
⬡ Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Shore Acres will build stronger connections with all families by providing consistent communication through a multifaceted approach including a strong connection with PTA/SAC.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Key strategies to implement this goal include each child receiving a student agenda which provides families with daily communication. Monthly newsletters and an up-to-date website are provided by the PTA and the school. Administration uses School Messenger to disseminate important information. We encourage families to use Parent Portal to keep them up to date with their student's grades and will be providing community outreach training to support this.	Administration PTA Board Reading Night Committee Math Night Committee Science Night Committee

Teachers connect with families via agendas, phone calls, emails, and family conferences. Those families whose students are identified as struggling are provided with specific strategies and interventions as well as invited to participate in the MTSS process. For the academic areas of Reading, Math and Science we will offer learning-centered experiences outside of the school day for families including Book Fairs, Reading Night, Math Night and Science Night. Shore Acres will also provide parent academies to familiarize participants with MAP and FSA assessments and I Station and ST Math programs to enhance "at home" support.	

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?

Shore Acres' primary goal and strategy to increase involvement in the community is to engage in continued community service projects and bring increased community resources to our campus.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Key strategies to continue our connection with our community are: National Honor Society and Multicultural Committee community service projects, the initiation of a "Walking School Bus" program facilitated by our PTA, a community garden where instruction is provided by community experts throughout the school year, PTA connection with our community to enhance our healthy schools' initiative and student-run fundraisers to give donations to local charities. Other community involvement efforts are our St. Pete 1 Mile Run and 5K and ½ Mile Marathon, where the entire community is invited to participate; our Trunk or Treat event where the whole community comes to school on a Friday night to have some Halloween fun and our Fitness Walk where all the community is invited to participate.	Classroom Teachers Administration PTA/SAC Board

{Section 2}– Targeted School Goals / Action Steps

Academic Goal

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

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

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

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

ELA / Reading Goal	Goal Manager:
The percentage of students scoring proficient and higher in ELA Reading will increase from 56% to 62% by the end of the school year as measured by the April 2018 FSA.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for independent practice.	Instructional walkthrough data Number of teachers implementing Gradual Release Model with fidelity
Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific and Tier ll high-utility words) as well as opportunities for students to determine the meaning of words using the context of the text.	District and state assessment data (MAP/FSA).
Teachers utilize on-going formative assessments and use the information gained to adjust instruction, enrich and re-teach and provide research based interventions.	Formative assessment results
Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	

Mathematics Goal	Goal Manager: Stacy Holman
The percentage of students scoring proficient and higher in Math will increase from 62% to 70% by the end of the school year as measured by the April 2018 FSA.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Teachers utilize high yield instructional strategies to develop number sense, flexibility and fluency alongside growth mindset	Instructional walkthrough data Student assessments (district cycle/progress assessment results
Teachers will administer mathematics unit assessments in Unify and analyze the data by standards for their class and across the grade level.	Unit assessment results
Teachers will utilize on-going formative assessments and use the information gained to adjust instruction, enrich and re-teach and provide research based interventions.	District and state assessment data (MAP/FSA).
Teachers will conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	

Mathematics Goal	Goal Manager: Stacy Holman
The percentage of L25 students making learning gains in Math will increase from 44% to 50% by the end of the school year as measured by the April 2018 FSA.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers utilize high yield instructional strategies to develop number sense, flexibility and fluency alongside growth mindset	Instructional walkthrough data Student assessments (district cycle/progress assessment results
Teachers will administer mathematics unit assessments in Unify and analyze the data by standards for their class and across the grade level.	Unit assessment results
Teachers will utilize on-going formative assessments and use the information gained to adjust instruction, enrich and re-teach and provide research based interventions.	District and state assessment data (MAP/FSA).
Teachers will utilize ST Math to differentiate and scaffold instruction in order to meet the needs of every child	ST Math data reports
Teachers will conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	

Science Goal	Goal Manager: Samira Cotto/Ben Devoe
The percentage of students scoring proficient and higher in Science will increase from 56% to 64% by the end of the school year as measured by the April 2018 FSA.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers will utilize the 10-70-20 instructional model (Setting the Purpose/Core Science/Confirming the Learning) for students with fidelity.	Instructional walkthrough data
Teachers will utilize the 5E lessons/Science Learning Activity Guides (SLAGS) and provide on-going formative assessments	Unit planning Formative assessment data
Teachers will complete a pre-assessment at the end of the slag and post assessment quiz on Unify to identify needs and trends in data.	Pre and post assessment data
Teachers will use the "Differentiated Resources" section in the curriculum guides to identify instructional support for struggling students and students in need of enrichment.	
Teachers will implement BOAST (Bring On Any Science Test) vocabulary academic gaming strategies.	District and state assessment data (MAP/FSA).
Teachers will use data from the end of unit assessment quizzes, science lab data and diagnostic data to identify key vocabulary to be used during the vocabulary academic gaming weeks built into timelines.	

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:** Heather Garris
Shore Acres will become eligible for national recognition in 6 out of 6 Healthy School Program Assessment Modules maintaining the silver level by the end of this school year.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-17, SAE was eligible for national recognition in 6 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 items within the 6 modules to improve and develop an action plan for those items by November 2017. Target for 2017-18, is to maintain eligibility for national recognition and maintain our silver status with Alliance for Healthier Generation.	By April 1st, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan items to document improvement and submit for national recognition to maintain silver status.

Goal Name: Attendance	**Goal Manager:** Angela Tuckett
Decrease the number of students absent from school 10% or more by 5%.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Child Study Team meets bi-weekly to address students having missed 10% or more of school and look for attendance code trends. Complete the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school Utilize new attendance letters that include graphs comparing absences of peers Develop attendance incentive programs and competitions.	Bi-weekly attendance reports Monthly attendance reports End of year attendance data

⬢ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Assistant Principal
The percentage of students scoring proficient and higher in ELA Reading will increase from 56% to 62% as measured by the April 2018 FSA.	
Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Provide targeted professional development and additional coaching to teachers on culturally responsive strategies to increase engagement in rigorous instruction and increase the percentage of proficient students.	Instructional walkthrough data Student assessments (district cycle/progress assessment results by race)

Implement culturally responsive instructional practices such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings and explicit vocabulary instruction.	Instructional walkthrough data District and state assessment data (MAP/FSA).
Ensure that black students are participating in extended learning opportunities after school and in Summer Bridge through recruitment and targeted resources.	Number of students attending and % of students making adequate academic progress.

Subgroup Goal (Black)	**Goal Manager:** Assistant Principal
The percentage of students scoring proficient and higher in Math will increase from 62% to 70% as measured by the April 2018 FSA.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Provide targeted professional development and additional coaching to teachers on culturally responsive strategies to increase engagement in rigorous instruction and increase the percentage of proficient students.	Instructional walkthrough data Student assessments (district cycle/progress assessment results by race)
Implement culturally responsive instructional practices such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings and explicit vocabulary instruction.	Instructional walkthrough data District and state assessment data (MAP/FSA).
Ensure that black students are participating in extended learning opportunities after school and in Summer Bridge through recruitment and targeted resources.	Number of students attending and % of students making adequate academic progress.

Subgroup Goal (ELL)	**Goal Manager:** Roxana Brockway
The percentage of students scoring proficient or higher in ELA reading will increase from 56% to 62% as measured by the April 2018 FSA.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
Implement culturally responsive instructional practices such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings and explicit vocabulary instruction.	District and state assessment data (MAP/FSA)
Academic performance monitoring of all ELL students to include: identification of students, identification and setting of academic goals and regular data chats regarding progress on goals.	WiDA English Language Proficiency Test data.

Subgroup Goal (ELL)	**Goal Manager:** Roxana Brockway
The percentage of students scoring proficient or higher in Math will increase from 62% to 70% as measured by the April 2018 FSA.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
Implement culturally responsive instructional practices such as oral language and storytelling, cooperative and small group	District and state assessment data (MAP/FSA)

settings, music and movement, morning meetings and explicit vocabulary instruction.	
Academic performance monitoring of all ELL students to include: identification of students, identification and setting of academic goals and regular data chats regarding progress on goals.	WiDA English Language Proficiency Test data.

Subgroup Goal (ESE)	**Goal Manager:** Mariel Kiefel
The percentage of students scoring proficient or higher in ELA reading will increase from 56% to 62% as measured by the April 2018 FSA.	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
Integrate culturally responsive instructional practices such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings and explicit vocabulary instruction into specialized instruction per IEP goals.	District and state assessment data (MAP/FSA)
Academic performance monitoring of all ESE students to include: identification of students, identification and setting of IEP goals and regular data chats regarding progress on goals.	MTSS data review meetings Eligibility meetings Student IEP data IEP reviews

Subgroup Goal (ESE)	**Goal Manager:** Mariel Kiefel
The percentage of students scoring proficient or higher in Math will increase from 62% to 70% as measured by the April 2018 FSA.	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
Integrate culturally responsive instructional practices such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings and explicit vocabulary instruction into specialized instruction per IEP goals.	District and state assessment data (MAP/FSA)
Academic performance monitoring of all ESE students to include: identification of students, identification and setting of IEP goals and regular data chats regarding progress on goals.	MTSS data review meetings Eligibility meetings Student IEP data IEP reviews

Subgroup Goal (Gender)	**Goal Manager:**
The percentage of students scoring proficient or higher in ELA reading will increase from 56% to 62% as measured by the April 2018 FSA.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for independent practice.	Instructional walkthrough data Number of teachers implementing Gradual Release Model with fidelity
Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific and Tier ll high-utility	District and state assessment data (MAP/FSA).

words) as well as opportunities for students to determine the meaning of words using the context of the text.	
Teachers utilize on-going formative assessments and use the information gained to adjust instruction, enrich and re-teach and provide research based interventions.	Formative assessment results
Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	

Subgroup Goal (Gender)	Goal Manager:
The percentage of students scoring proficient or higher in Math will increase from 62% to 70% as measured by the April 2018 FSA.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers utilize high yield instructional strategies to develop number sense, flexibility and fluency alongside growth mindset	Instructional walkthrough data Student assessments (district cycle/progress assessment results
Teachers will administer mathematics unit assessments in Unify and analyze the data by standards for their class and across the grade level.	Unit assessment results
Teachers will utilize on-going formative assessments and use the information gained to adjust instruction, enrich and re-teach and provide research based interventions.	District and state assessment data (MAP/FSA).
Teachers will conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	

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

Early Warning Systems (EWS) -- Data and Goals

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)			23	33	42			98	13%
Students with excessive absences / below 90 %	25	10	15	14	19			119	15%
Students with excessive behavior / discipline**	4	2	2	2	4			14	2%
Students with excessive course failures**	20	14	39	12	22			107	14%

Students exhibiting two or more Early Warning indicators	2	2	1	5	14			24	3%

*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 who are absent 10% or more during the school year.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Child study team meets every other week to review student attendance patterns. Messenger calls go out daily to inform parents when a child is absent. Teachers call parents to "check in" when a child has been absent 3 days. Letters are sent to those families with chronic attendance issues. Home visits are utilized. An attendance award trophy is given to the class at each grade level that has the highest attendance rate for the month and attendance award certificates are given to those students with 100% attendance after each reporting cycle to encourage consistent school attendance.	Decrease in the number of students absent 10% or more during the school year.

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of disciplinary infractions (referrals) by 50% from 60 to 30 as measured by end of year school-wide behavior data.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations/rules guidelines for success, plan for teaching pro-social/ appropriate student behavior and positive reinforcement for behavior) Provide Restorative Practices in the Classroom professional development Apply restorative practices in the classroom Closely monitor school discipline data to reduce In-School Suspensions (ISS) and Out-of-School Suspension (OSS)	School-wide behavior plan that implements all the critical components of PBIS. # of classrooms utilizing Morning Meetings with fidelity # of Referrals per month (disaggregated by race) # of ISS and OSS suspensions per month (disaggregated by race) Decrease in repeat referrals or suspensions for black students.

Use an Office Discipline Referrals (ODR) analysis to identify those teachers with high numbers of referrals and provide appropriate support. Implement a re-integration process for all students returning from ISS or OSS.	% of referrals increase or decrease for identified teachers. Copies of re-integration plans.

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.

Teachers study formative data, district, Tier 2, I Station and ST-Math results as teams to plan for instruction, form small groups and provide strategies to meet their students' differentiated needs. The MTSS team studies EWS data and Tier 3 (LLI/Hear Builder) assessment results to monitor the effectiveness of strategies being implemented. The SBLT monitors the implementation and fidelity of instructional practices and studies district/state assessment results to identify areas of strength and weakness. Data is utilized to form school-wide groups to provide reading interventions/enrichment for all students.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
The percentage of students scoring proficient and higher in ELA Reading/Math will increase from 56% to 62% (ELA) and from 62% to 70% (Math) by the end of the school year as measured by the April 2018 FSA.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Shore Acres ELP includes: • I-Station/ST Math Labs • Reading/Math Tutoring • Book Club –Battle of the Books • Challenge Island (STEAM) • Mad Science • Run Club • Glee Club	Pre & Post Assessment data Formative Assessment data MAP Assessments FSA data from 2018

L25% students are identified and invited through written invitation, follow-up phone calls and/or face to face conferences with the parents to encourage student attendance. Flyers for each ELP opportunity will be distributed to all students.	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	49	% with advanced degrees	32.7
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	18.4
% certified in-field**	100	% with 6-14 years of experience	24.5
% ESOL endorsed	59.2	% with 15 or more years of experience	57.1

*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.

❖   Establish positive relationships   ❖   Identify teachers for the Aspiring Leaders program   ❖   Invite teachers to attend ECET summer training   ❖   Request "just in time" coaches for support   ❖   Provide school-based professional development opportunities   ❖   Deliberate Practice Plan development   ❖   Weekly Grade Level PLC meetings (common planning time)   ❖   Attend annual job fair (if applicable) in support of hiring highly qualified minority teachers   ❖   iObservation and feedback

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Beth	Willis	White	Parent
Katie	Fader	White	Parent
Stephanie	Cox	White	Parent
Christine	Brunner	White	Parent
Kelly	Olson	White	Parent
Danielle	Hamilton	Black	Business/Community
Nina	Pollauf	Hispanic	Principal
Melanie	Flowers	Black	Teacher

Patti	Byler	White	Teacher
Dawn	Sims	White	Support Employee
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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: 8/31/2017

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Delia Berglund

Please state the days / intervals that your team meets below.
Weekly on Thursday

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.

School Improvement funds ($3088.94) will be used to purchase books for teacher professional development.