School Improvement Plan
2017-18

Sunset Hills Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

2017-18

Vision and Direction

of Profile

Principal:	Johnnie Crawford III	SAC Chair: Amanda Beatty

School Vision	100% Student Success

School Mission	We envision Sunset Hills Elementary as a diverse school where families, students and staff share and learn together. We believe that we can build a place which prepares students for college, career, and life.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	1.2%	3.8%	11.6%	5.0%	78%	0.4%

School Grade	2017: A	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	68	61	73	66	71	68						
Learning Gains All	67	57	81	75								
Learning Gains L25%	58	47	69	54								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Johnnie	Crawford III	FT	Less than 1 year
Asst. Principal	Julie	Brewster	FT	1-3 years

Sunset Hills Elementary 2

2017-18

Total Instructional Staff:	**38**	**Total Support Staff:**	**21**	

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).

Sunset Hills Elementary SWBP uses a restorative approach and integrates all the critical components of PBIS (school-wide expectations/rules, guidelines for success, plans for teaching pro-social/appropriate student behavior and positive reinforcement for behavior). We believe all students can and will demonstrate appropriate behavior and by doing so we maintain a positive learning culture and climate.

When a teacher or staff member identifies a student in need of behavioral or social emotional support Grade Level Teams (GLT) will collaborate via data-based decisions and classroom teacher input on effective tools and strategies for aiding in student behavior and academic modifications via positive reinforcements. If undesirable behavior persist after implementing behavior and academics supports, with fidelity, the GLT will refer to School Based Intervention Team (SBIT) for additional strategies. The SBIT will analyze academic and behavior data and previous implemented positive behavior strategies through collaboration with stakeholders to determine an effective intervention to be performed with the student not currently meeting academic or behavior expectations. After intervention strategies have been implemented, if the student outcome continues to be undesirable the SBIT and stakeholders will utilize restorative practice techniques to identify additional specific interventions to create a restorative environment for all stakeholders.

We use one system, the RAYs Way, to promote the positive character traits. Students receive the RAYs Way for displaying the positive character traits within the school community. When students receive a RAYS Way it will be put in to a classroom pool with rewards stemming after meeting certain benchmarks throughout the school year. The RAYs Rally is held monthly in order to celebrate student success of the character trait. In order to facilitate such expectations, teachers, staff, and all other stakeholders, will use CHAMPS to convey expectations to students within classroom and via the school-wide morning show.

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?

1. School-wide expectations will transfer to the classroom through daily class meetings focused on culture building, the explicit teaching, modeling and practicing of clear

classroom expectations (utilizing C.H.A.M.P.S), processes and procedures and a restorative approach to discipline, known as The "*RAYS WAY*."

Respectful to all, **A**lways be prepared, **Y**earn to learn, **S**afe in all places

2.

	Hallways	**Cafeteria**	**Car Circle**	**Media Center**	**Recess**
Conversation	Level '0'	Level '2'	Level '0'	Level '0/1'	Level 3/4
Help	What until you reach destination, unless emergency	Raise your hand	Raise your hand	Raise your hand	Ask Recess Attendant or Teacher
Activity	Transitioning	Eating Healthy Lunch	Dismissal Waiting for Car	Presentation Or Book Check Out	Free Play
Movement	Walking	Stay seated	Stay seated by grade level	Seated Or Walking	Safe Feet
Participation	Collaborate to be Single file and Silent	Eat lunch Cleanup	Watch for car Listen for name	Follow Directions Enjoy the Books	Have Fun!!!!
Success	Safe in all Places	Respectful and Responsible	Safe in all Places	Respectful and Responsible	Yearn to Learn

3. 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. Teacher teams define and teach behavioral expectations

4. All teachers and staff are expected to "catch" students exhibiting appropriate behavior. Specific praise and "RAYS WAY" coupons are given to students rewarding them for demonstrating behavioral expectations. Students may redeem "RAYS" coupons bi-weekly at the school store during lunch time. To reinforce appropriate behavior, RAYS WAY posters are displayed in all classrooms and throughout the school including the cafeteria, front office area and hallways.

5. Student and class tracking sheets of coupon distribution are monitored to ensure *buy-in* of the behavioral system.

6. A Teacher team of 3 has been designated to attend the core training for restorative practice and this teacher team will train the staff during faculty meetings.

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

The School Based Leadership Team (SBLT) is a multi-disciplinary team of professionals who create and support a structure for school-based decision making, establish and monitor school-wide Learning and development goals, ensure and coordinate the delivery of services to all students (academic, behavior, student engagement), allocate the resources needed to fully implement plans with fidelity, and monitor the effectiveness of core (Tier 1) and supplemental (Tier 2) instruction and intervention.

Responsibilities of the SBLT include:
- Ensuring that the critical elements of MTSS are defined and understood by school staff, including curriculum, assessment, and instructional practices.
- Actively engaging staff in ongoing professional development and coaching to support MTSS implementation.
- Actively facilitating implementation of MTSS

The SBLT meets the first and third Tuesdays from 7:45 a.m. to 8:25 a.m.

1st Tuesday	
7:45 – 8:00	Tier 2 Student Engagement data reviewed and analyzed (behavior, attendance, retentions, etc.
8:00 – 8:25	Action Planning for student engagement is developed or revised based on data analysis
3rd Tuesday	
7:45 – 8:00	Tier 2 documentation and progress monitoring data reviewed and analyzed (reading, math, science, writing) – Grade level team leader facilitating
8:00 – 8:25	Action Planning for content core is developed or revised based on data analysis

In addition to the SBLT Team, we will facilitate a School Based Intervention Team (SBIT) to problem solve the identified areas of growth in Tier 1 and Tier 2 as well as specific student identification for Tier 2 and Tier 3 in both academics and behavior.
- Tier 1: The SBLT will review and identify data for reading 3 times a year following each MAP Assessment window.
- Tier 2: The SBIT will meet with the K-3 grade teams every 8 weeks, and the 4-5 grade level teams every 10 weeks during PLC to discuss ongoing progress monitoring data and evaluate intervention effectiveness.
- Tier 3: The Tier 3 Problem Solving Team (SBIT) will schedule meetings as a result of SBLT Tier 2 data meeting outcomes, and to review and revise individual problem-solving plans.

The SBIT meets the every Tuesday from 9:15 a.m. to 10:15 a.m.

1st & 3rd Tuesday	
9:15 – 9:30	Tier 2 Student Engagement data reviewed and analyzed (behavior, attendance, retentions, etc.
9:30 – 10:15	Problem Solving Worksheet and Action Planning for student engagement is developed or revised based on data analysis
2nd & 4th Tuesday	
9:15 – 9:30	Tier 2 documentation and progress monitoring data reviewed and analyzed (reading, math, science, writing) – Grade level team leader facilitating
9:30 – 10:15	Problem Solving Worksheet and Action Planning for content core is developed or revised based on data analysis

Data-Based Problem Solving

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

Based on the outcome of the SBLT discussions the process to address prevention, early intervention, and intensive intervention as follows:
Step 1: Problem Identification

What is the problem? How does the student's performance compare to benchmark level of performance and peers' level of performance?

Step 2: Problem Analysis

Why is the problem occurring? What would happen if would occur? Can we validate our ideas?

Step 3: Intervention Design

What are we going to do about the problem? What will we teach? How will we teach it? Is instruction matched to the problem we identified?

Step 4: Response to Intervention

Is the instruction/intervention working? How do we know? Is academic and/or behavior performance improved? Are outcomes for all students equitable? Is the group's/student's response good, questionable, or poor? What are the next steps?

The SBIT team meets weekly to discuss those students identified as needing:
1. 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.
2. Teachers collect data on a weekly or bi-weekly basis and data chats to review progress are scheduled with administration monthly.
3. Our student services team provides differentiated support through Child Study Team, EWS, MTSS, individual and group counseling, STEP and teacher mentoring program.

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).

In order to know if interventions are working for students identified as needing supports and to determine what changes, if any, need to be made, the following data must be identified:
- Current Level of Performance (trend line of ongoing progress monitoring data points)
- Expected Level of Performance
- Aim-line (a line drawn from current level of performance at initiation of intervention to the established goal/desired level of performance)

SHES monitors student progress through EWS data, discipline data, ELA/Math/Science MAP assessments, on-going formative assessments, running records, PLC data chats, I Station, St-Math, FSA and SAT-10 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?

To ensure that all staff members have high expectations for the success of all students, administration communicated and shared this year theme of **Each and Every = 100% success for all students.** In other words, the only way to realize the vision of 100% student success, we must focus or meet the needs of each and every individual student. Our SBLT under the direction of administration monitors student achievement data by analyzing school, sub-group, grade level, and class achievement data School goals have been communicated and are reiterated in print on agendas, memos and verbally. Administration conducts regular walkthroughs and observations to collect individual and trend data on instructional quality. On site and targeted professional learning opportunities that align to school improvement goals are provided while the administration supports and monitors teacher practice for the purpose of student learning. School leadership expects teachers and instructional staff to provide quality instruction that utilizes researched based practices that are aligned to the Marzano Framework.

Teachers that struggle with differentiation of the core curriculum to meet the needs of each and student will have the opportunity to:
- Observe and plan with a master or highly effective teacher.
- Utilize peer observations for the purpose of gaining feedback
- Utilize a TDE to obtain professional development
- Utilize district coaching support

In addition, regular walkthrough and observation feedback will be given by administration.

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?
By the Spring of 2018 students will consistently demonstrate behaviors that reflect The *"RAYS WAY"*, which is being **R**espectful to all, **A**lways prepared, **Y**earn to learn and **S**afe in all places. The desired outcome is an increase in positive referrals, an increase in positive responses on school surveys about the school environment and a 10% reduction in disciple referrals.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Establish, communicate and implement a school-wide behavior plan. Provide on-going professional development in restorative practices and implement daily morning meetings to include Restorative Practices approach to school-wide and classroom management.	Student Achievement Coach 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.
In the 2016-2017, Black students were 1.82 times more likely to have a least one referral than other students. Our goal is to reduce the risk ratio from 1.82 to 01.00 and eliminate the disparity between black and non-black students by the end of the 2017-2018 school year.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize culturally responsive instructional strategies Utilize a restorative practices approach to discipline The Principal will communicate/connect with the parents of black students that meet one or more of the EWS (Early Warning System) indictaors.	Classroom Teachers Principal Student Achievement Coach

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**

Sunset Hills Elementary 7

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?

Recognizing teacher practice is a strong predicator of student learning, efforts are centered on professional learning to:
1. increase teacher understanding of Florida Standards and the Marzano Framework (resulting in clear learning expectations)
2. improve understanding of standard-based instruction through collaborative planning
3. develop ways to increase student ownership of their learning

Success include:
2017 School Grade of A:
- ELA goal of 66% meeting expectations was exceeded with a 68% overall
- Math goal of 71% meeting expectations was exceeded with a 73% overall

Increased evidence of teacher and student use of goals and scale
Increase on-site training provided by just in time coaches (math and science)
Expansion of ELP sessions
Improved understanding of MTSS
Expansion of student enrichment opportunities (Primary STEM)
Improved monitoring of student attendance/behavior

Data to measure success:
FSA Test Results
School/district common assessments
District data reports (including BPIE, ESE, LLI, ELP)
Performance Matters
Unify
Informal input by key stakeholders (teachers, parents, students)

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?

Areas for improvement include:
A). Differentiating instruction for and progress monitoring strategies of Level 1 and 2 students
B). Collaborative Planning and Effective use of PLCs to examine student work and examine assessment data.
Data sources to identify areas of growth:
Walkthroughs, Lesson Plans, Formal and Informal Observations
FSA, The following data sources indicate a static or growing gap between subgroups and the majority population of students
FSA
SAT 10
School/district common assessments

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 utilizing goals and scales, on-going formative assessments, Running Records, Tier 2/3 data, district MAP assessments, I Station and ST-Math data. The results of these data sources inform teachers as they plan and deliver content. Teachers are reflect and make instructional adjustments based on students meeting and exceeding state district and state grade level standards.

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).

SHES supports all students in reaching grade level proficiency and transitioning from elementary school to middle school by providing rigorous, culturally relevant core instruction, universal screening for gifted identification for all second graders, targeted interventions via Progress Monitoring Plans (PMP), extended learning/enrichment opportunities after school and 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?	
DQ1 E3: Celebrating Success: Teachers will provide students with recognition of their current status and their knowledge gain relative to the learning goal and monitor for evidence of the extent to which the majority of students are motivated to enhance their status.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Review student notebooks, conversations with students, and Questioning, review artifacts such as posted classroom data and teacher data notebooks. Monthly monitoring of teacher deliberate practice plan and self-assessment with feedback	Johnnie Crawford III- Principal Julie Brewster-AP TBD-Grade Level Team Leaders TBD-Instructional Coaches
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?	
DQ2 E15: Organizing students to deepen their knowledge: Teachers will organize students into groups that extends the learning of the majority of the students appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work *DQ2 E18: Helping students revise their thinking:* Teachers will engage students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which it deepens understanding for the majority of students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Review lesson plans, conduct regular walkthroughs (observe student to student interaction and listen in on student	Johnnie Crawford III- Principal

conversation. Monthly monitoring of teacher deliberate practice plan and self-assessment with feedback	Julie Brewster-AP TBD-Grade Level Team Leaders TBD-Instructional Coaches
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

Connections: **District Strategic Plan**

●**Goals 1,2,4,5**

Marzano Leadership ●**Domain 2, 4**

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

- Positive working relations are maintained through a shared vision and mission of sharing and learning together. AdvancED survey data from question eight (Standard 2.4) indicate that staff believe it is important for leaders to support an innovative and collaborative culture.
- Administration encourages teachers to take risk by publically acknowledging and celebrating teachers that take risk by trying new instructional strategies and opening their classrooms to their colleagues.
- Communication among teachers and administration is fostered through an open door policy, set aside time for teachers to conference with administrators, monthly team leader meetings and school based surveys to gather input before making decisions.
- Quarterly AdvancED surveys shall be used and monitored to determine working relationship between administrators, teachers and staff.

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.

The master schedule plan was reviewed and revised to maximize or "protect" instructional time for student engagement and learning. Administrators, teachers and staff achieved through consensus the school meeting schedule calendar.
Administrative steps and actions to support teachers include:
- I.   Grade level common planning in the master schedule
- II.   Maintain effective PLCs through:
  - a. Data analysis
  - b. Examination of student work

	c. Collaborative planning for all content
	d. And the use of the Problem solving process using structured protocols
III.	Aligning weekly and monthly meetings to decrease scheduling conflict other meeting such as IEP's, parent conferences, and school functions

🔴 **Professional Development**

I.   **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?

Math professional development focus: Procedural mathematics vs. conceptual mathematics
   o All day on-site training with Ms. Math has a facilitator for staff
   o Parent and student night with Ms. Math
As a result, teachers understanding of how to present concepts and procedures has been impacted mathematical learning gains increased by 6pt increase for all students and 15pt increase for the lowest 25.

Data analysis professional development focus: Tracking student performance
   • Root Cause analysis, 5W Protocol
   • Trauma informed schools
As a result, teachers understanding of the needs for identified Tier 2 and Tier 3 increased and led to a 15pt increase in mathematics and a 11pt increase in ELA for the lowest 25.

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?
ECET2	Summer	Teachers	Effective Teacher Practice, Increase Student Learning Leadership Development
Restorative Practice Training	Summer	Select Teachers	Strong School Climate
ECET2 on site	Pre-school	Teachers	Effective Teacher Practice, Increase Student Learning Leadership Development
MTSS Unify Pilot	Pre-school Ongoing	Administrators	Improved effectiveness of the MTSS process

		Teachers Teacher Assistants	
Introduction to Restorative Practice	Pre-school	Staff	Strong School Climate
Marzano Instructional Strategies (DQ1 & DQ3 Elements 3,15 & 18)	August, Ongoing	Teachers	Effective Teacher Practice, Increase Student Learning
Effective PLCs	August, Ongoing	Teachers Assistants	Effective Teacher Practice, Increase Student Learning
Collaborative Planning Student Data Tracking Student Performance	September, On-going	Teachers, Teacher Assistants	Effective Teacher Practice, Increase Student 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).

> AdvancED data reveals that parents want increased communication about the goals and progress of the school. The data also shows parents would like more opportunities to be involved with the schools. We plan to hold month SAC meetings, provide a monthly newsletter and increase the number of Family Engagement Nights.

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.

> Increasing student achievement is directly linked to parent engagement. Home-school newsletters which include literacy and mathematics strategies, are the primary communication tool to increase family engagement focused on student achievement. At the beginning of each school year SHES, holds a "Meet the Teacher" during pre-school to familiarize parents with 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. SHES 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?

Sunset Hills will build stronger connections with all families by providing consistent communication through monthly PTA and School newsletters, hold Monthly PTA and SAC meetings and hold monthly family engagement activities.	
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. 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. Sunset Hills will also hold an FSA Parent Night for families of students in grades 3-5 to provide parents with an understanding of the assessment and how they can help their child.	Administration PTA Board Reading Night Committee Math Night Committee Science Night Committee
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?	
Sunset Hills' primary goal and strategy to increase involvement in the community during the 2017-2018 school year is to engage in/hold at least one community service project, increased the number of community resources on our campus and provide at least two family events that are open to the Tarpon Springs Community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Key strategies to connect with our community are: Multicultural Committee community service projects such as collecting and providing donations to local charities. Another involvement effort is our Trunk or Treat event where the whole community comes to school on a Saturday night to have some Halloween fun and community is invited to participate.	Classroom Teachers Administration PTA/SAC Board
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2}– Targeted School Goals / Action Steps

Academic Goal

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

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

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

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

ELA / Reading Goal	Goal Manager:
Increase the percentage of students scoring proficient and higher in ELA Reading from 68% to 73% 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 Including but not limited to:
Effective use and implementation of Marzano Framework- D2 and D3	Informal and formal observations and walkthroughs
1. Effective use and implementation of analyzing student work for the purpose of providing targeted actionable feedback to students related to growth towards the standards	Review of PLC minutes
2. Effective use and implementation of teacher collaborative planning strategies	Informal and formal observations and walkthroughs and lesson plans

3. Use of MTSS to implement appropriate interventions
Strategies include:
    • data based decision making (PLC/ SBLT/SST)
    • progress monitoring
    • Performance Matters/Unify Pilot
	Formative and summative data
	MAP Data
	I-station data
	Jan Richardson Assessment Guide
	Literacy Footprints Kit
	Performance Matters data

Mathematics Goal	Goal Manager:

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Increase the percentage of students scoring proficient and higher in Math from 73% to 78% 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**
1. Effective use and implementation of the 8 Mathematical Practices	Informal and formal observations and walkthroughs Lesson plans
2. Effective use and implementation of Number Talks school wide	Informal and formal observations and walkthroughs Lesson plans
3. Use of MTSS to implement appropriate interventions Strategies include: • data based decision making (PLC/ SBLT/SST) • progress monitoring • Performance Matters/Unify Pilot	Formative and summative data MAP Data ST Math data Performance Matters data

Science Goal	Goal Manager:
Increase the percentage of students scoring proficient and higher in Science from 71% to 76% 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** Including but not limited to:
Effective use and implementation of the science lab	Science Pre/Post Test-Success Criteria Data
Effective use and implementation of the 10/70/20 model: set purpose, core instruction, confirming the learning	Informal and formal observations and walkthroughs

1. Effective use and implementation of the science SLAG
   a. Pre-test completed in SLAG
   b. Post test completed on Unify
	Informal and formal observations and walkthroughs
	Review of science journals

2. School wide use and implementation of science standard related mini STEM challenges	Participation reflection sheet per classroom
3. Use of MTSS to implement appropriate intervention • -data based decision making • -progress monitoring	Science Pre/Post Test-Success Criteria Data Common Assessments Performance Matters data
4. Identify key vocabulary to focus on during academic game weeks a. Science word of the week on morning show	Unit assessment quizzes (Unify)

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⬢ Other School Goals* / Use Only as Needed

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)

Goal Name: Healthy School Goal	Goal Manager: Debbie Tsalickis
Sunset Hills earn the Bronze Level recognition with the Alliance for a Healthier Generation by the end of the 2017-2018 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
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.	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.

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:
Increase the percentage of black students scoring proficient and higher to close the gap by 5% as measured by the April 2018 FSA.

Actions / Activities in Support of Black Goal	Evidence to Measure Success

1. Six M's of culturally responsive instruction:
   o   All instructional staff will implement a minimum of one
      ▪   Meaning
	Monitoring and feedback by walkthroughs and observations

▪ Models ▪ Monitoring ▪ Mouth ▪ Movement ▪ Music	
2. Effective monitoring of best teaching practices for students' success	Monitoring and feedback by walkthroughs and observations

Subgroup Goal (ELL)	**Goal Manager:** Julie Brewster
Increase the percentage of ELL students scoring proficient and higher in all content areas to close the gap by 5% as measured by the April 2018 FSA.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
1. Provide Can Do Name charts and goals for instructional planning and practice for all classrooms with ELs	Individual Goal reports from the "Ellevation" website and instructional strategy
2. Monitor Can Do strategies	Quarterly teacher input forms on goal progress

Subgroup Goal (ESE)	**Goal Manager:** Karen Broadwater
Increase the percentage of ESE students scoring proficient and higher in all content areas to close the gap by 5% as measured by the April 2018 FSA.	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
1. Implementation of Cozy Corners by providing classrooms with ESE students materials and support to implement	SBIT meeting minutes Classroom calls for support Discipline referrals
2. Ensure that students requiring ESE services have an advocate for their academic, social, and emotional needs	SBIT meeting minutes

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

Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ **Early Warning Systems (EWS) -- Data and**

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

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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)			12	15	21			48	8%
Students with excessive absences / below 90 %	14	12	14	5	10			82	14%
Students with excessive behavior / discipline**	2	0	3	2	1			10	2%
Students with excessive course failures**		3	11	13	11			38	6%
Students exhibiting two or more Early Warning indicators									

**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 that have missed 10% or more days of school, by 5%.

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
1. Bi-monthly child study teams, including all required members that address students that have missed 10% or more of school and look for	Trends of why students are not attending at your school. Utilize the attendance codes for this purpose.
2. Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers your students miss school.	Reduction in the number of absences of the identified students
3. Review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If "pending" is the most frequently used code then have an activity to develop processes to find out WHY student are missing school.	Reduction in the number of absences of the identified students

4. Recognize and reward students who achieve perfect attendance (100%) or near perfect (less than 3 excused absences) attendance each 12 weeks as defined by district attendance expectations.	The number of students recognized at the Rays Way Rally

🔵 **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce the discipline referral risk per student from 7.6% to 5% by the end of the 2017-2018 school year.	
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)	• School-wide behavior plan that implements all the critical components of PBIS. • # of Referrals per month • # of ISS and OSS suspensions per month

Discipline Goal Other (as needed) Specify	Please ensure that your goal is written as a SMART goal.
Reduce the discipline referral risk from 18.6% to 5% in order to reduce the disparity between black and non-black students by the end of the 2017-2018 school year.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
1. Provide Restorative Practices in the Classroom professional development 2. Apply restorative practices in the classroom 3. Closely monitor school discipline data to reduce In-School Suspensions (ISS) and Out-of-School Suspension (OSS) 4. Use an Office Discipline Referrals (ODR) analysis to identify those teachers with high numbers of referrals and provide appropriate support. 5. Implement a re-integration process for all students returning from ISS or OSS.	1. PD sign in sheets 2. The # of classrooms utilizing Restorative Practices Classroom Meetings with fidelity. 3. # of ISS and OSS suspensions per month (disaggregated by race) 4. # of Referrals per month (disaggregated by race) Decrease in repeat referrals or suspensions for black students and monitor the % of referrals increase or decrease for identified teachers. 5. Review copies of re-integration plans

⬢ **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.

Targeted Students for remediation:
Grade 3-4 (FSA Level 1 or 2 or retained)
Grades 1-2, SAT 10 Stanines 1, 2, 3 or MAP RIT score
Lowest 25% students
Data for subgroups participating
up to 20 Black students
up to 90 Number of non-black students
up to 63 Number of Hispanic students

Estimated number of students to be served in ELP: up to 155
Estimated number of students to be served by Hourlies: up to 155

Scheduling Options:

Description of ELP Activity	When	Days of the Week	Time	Number of Students served
Math Remediation using TenMarks Online Program	After School	M - Th	2:45 – 3:45	Up to 45
Reading Remediation using Jan Richardson Program	After School	M - Th	2:45 – 3:45	Up to 45
LLI, Reading Remediation	During Day	M-F	8:00 – 2:00	60

Targeted Students for supplemental enrichment: Grade K-5 enrich and increase academic achievement
Estimated number of students to be served in Enrichment: up to 330

Coding Club	This club will connect to our math SIP goals of a 5% increase in proficiency.	Weekly, Wednesdays, 30/60	Up to 45	Up to 2
Math Club	This club will connect to our math SIP goal of a 5% increase in proficiency.	Weekly, Tuesdays/Thursdays, 30/60	Up to 45	Up to 2

Reading Club	This club will connect to our reading SIP goal of a 5% increase in proficiency.	Bi-Weekly, Tuesday/Thursday, 30/60	Up to 30	Up to 2
Kickball Clubs	These clubs will connect to our healthy school SIP goal.	Weekly/Bi-Weekly, M-TH, 30/60	Up to 200	Up to 10
Performance and Visual Arts Clubs	These clubs will connect to our school culture SIP goal.	Weekly/Bi-Weekly, M-TH, 30/60	Up to 200	Up to 10

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

Actions / Activities in Support of Goal	**Evidence to Measure Success**

{ Section 3 – Required Items / Resources }

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	36	% with advanced degrees	17.6%
% receiving effective rating or higher	100%	% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	16.6%
% certified in-field**	100%	% with 6-14 years of experience	30.5%
% ESOL endorsed	64.7%	% with 15 or more years of experience	52.7%

* 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.

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> i. Establish positive relationships
> ii. Provide teacher incentives and celebrations
> iii. Provide mentors for new teachers
> iv. Identify teachers for the Aspiring Leaders program
> v. Invite teachers to attend ECET2 summer training
> vi. Request "just in time" coaches for support
> vii. Provide school-based professional development opportunities
> viii. Deliberate Practice Plan development
> ix. Weekly Grade Level PLC meetings (common planning time)
> x. Attend annual job fair (if applicable) in support of hiring highly qualified minority teachers
> xi. iObservation and feedback

⬡ SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Johnnie	Crawford III	Black	Principal
DeRose	Andropolous	White	Teacher
Silvio	Garcia	Hispanic	Support Employee
Aliyah Walker	Bastedo	White	Parent
Janice	Bedford	Multi	Parent
Nicole	Boyle	White	Parent
Patty	Diamantaras	White	Parent
Edward	Kellum	White	Parent
Nako	Kellum	Asian	Parent
Julian	Lague	White	Parent
Kelly	Netzel	White	Parent
Joy	Bopou	Black	Parent
Amanda	Sullivan	White	Parent
Devin S.	Kelly	Hispanic	Parent
Rev. Samuel	Sullivan	Black	Parent
Anastasia	McGee	White	Parent

⬡ 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.

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☒ Yes ☐ No	Committee Approval Date:	10/2/2017

🔵 **SBLT / MTSS Leadership Team**

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

☒ Yes ☐ No	Chairperson: Richard Smith

Please state the days / intervals that your team meets below.
School Based Leadership Team will meet on Tuesdays bi-weekly School Based Intervention Team will meet Tuesdays 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.

Professional Development/Professional Recruiting to include but not limited to:
• TDEs • Teacher incentives • Teacher celebrations • Collaboration/Team building activities

Intervention and/or Enrichment materials to include but limited:
• Curriculum software subscriptions • Intervention curriculum • Enrichment project curriculum • School-wide Celebrations