



# **School Improvement Plan 2017-18**

## **Tarpon Springs Elementary**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Arthur Steullet	<b>SAC Chair:</b> Elizabeth Monforti
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	To promote highest student achievement in a safe learning environment.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	1	25	25	6	42	1

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> C	<b>2015:</b> C	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	45	39	60	51	46	47						
Learning Gains All	62	47	69	65								
Learning Gains L25%	67	43	63	51								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Art	Steullet	FT	4-10 years
Assistant Principal	Thea	Saccasyn	FT	4-10 years
Guidance Counselor	Joanne	Chaisson	FT	4-10 years
Behavior Specialist	Tania	Harper	FT	4-10 years
Curriculum Specialist	Lisa	Ryan	FT	1-3 years
Kindergarten Teacher	Nitza	Spiliotopoulos	FT	4-10 years
First Grade Teacher	Ginger	McCord	FT	11-20 years
Second Grade Tchr	Deanna	Richards	FT	4-10 years
Third Grade Teacher	Latriviette	Jackson	FT	1-3 years
Fourth Grade Tchr	Ileana	Duncan	FT	4-10 years
Fifth Grade Teacher	Kate	Havican	FT	4-10 years
ESE Teacher	Jillian	Saaf	FT	4-10 years
Music Teacher	Derek	Chaisson	FT	4-10 years
<b>Total Instructional Staff:</b>	65		<b>Total Support Staff:</b>	27



# 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).

The school implements a comprehensive School Wide Behavior Plan (SWBP), which identifies school goals for campus wide and classroom conduct.

To ensure success if following this rule, **Guidelines for Success** are followed:  
 T=Take responsibility S=Show respect E=Engage in Learning S=Show Self Control.

A school wide system, "Caught Red Handed", provides for positive behavior incentives across campus. Our school-wide behavior plan contains two primary goals:

1. All students will follow the guidelines for success on campus.
2. The percentage of black student receiving ODRs and suspensions matches total represented population of 33%.

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?

The school has developed a structured Restorative Practices Plan, that includes Positive Behavior Supports and CHAMPS strategies that are employed to maintain a safe and civil campus in classrooms and in common areas. Rules and expectations are posted, taught through examples and non-examples, reinforced and monitored. All classrooms maintain individual behavior plans that include rules, rewards and consequences. School staff have the authority and responsibility to maintain discipline in the classroom consistent with school board policy and the school’s plan. Fair policies are established, communicated and consistently reinforced, and monitored by administrators through classroom visitations and observations. Appropriate professional development is provided to staff to ensure that all are increasing skill, knowledge and ability in meeting the school's objectives. Professional development is provided to staff to assure that all staff understand the expectations and objectives, and that the Restorative Practice Plan is being employed.

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.

Professional development is provided on an ongoing basis to staff in building a culturally responsive classroom environment, including teaching social skills, holding morning/class meetings, understanding diversity and establishing a strong community. Additionally, the School Based Leadership Team has established a clear MTSS process for the school and monitors compliance and progress. This system is communicated to staff through professional development, and resources and support that enable teachers to follow procedures are provided.

## 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 School Based Leadership Team and Child Study Team meets twice monthly to review attendance, academic and behavioral data collected. Data is reviewed analyzed to determine needs, and action is taken by the teams as deemed necessary to ensure the needs of students are being met. Students identified in need are provided systematic, targeted interventions which may include individual or small group remediation, check in/check out for behavior support, or individual Restorative Action Plans aligned to the school’s plan. Professional development is provided to all staff regarding research based interventions and the school’s Restorative Action Plan.

The guidance counselor offers lessons appropriate for elementary aged students in the classroom, and facilitates an anti-bullying program for the school to educate students and staff on strategies to eliminate bullying on campus. The guidance counselor also provides resources and support to students, staff and families regarding resources and on topics such as trauma-informed care. Staff are active in communicating with families through PTA, SAC and through frequent parent contacts and conferences. Additionally, the assistant principal facilitates a "First Mates" support program which involves staff mentoring students.

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

The School Based Leadership Team and Child Study Team review progress monitoring data by school, grade level and by classroom in bimonthly meetings. Sources of data include Focus, Unify and EDS. IStation and St Math data is reviewed to progress monitor all students in reading and math. Office discipline referrals are reviewed and analyzed to look for individual student needs, address any gaps and deal with school wide issues. Students who have been moved into a tier 2 or tier 3 plan are specifically monitored by the SBLT and CST, as scheduled.

**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?

The school leadership team maintains high expectations that support the Marzano Instructional Appraisal System by emphasizing four basic principles to maintain focus: 1) Know and teach the Florida standards, 2) The best discipline plan is a good lesson plan, 3) Plan for and ask higher order questions, 4) Provide extended learning opportunities for all students. Frequent observations are conducted and differentiated, specific feedback is provided to every instructional staff member to assure the delivery of excellent instruction and the maintaining of high expectations. Higher order questions are written and highlighted by teachers in lesson plans. Information about our school mission and goals is available to families on our school website, in our school brochure, in our school planners, and is communicated within our parent events, including SAC and PTA meetings.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
By spring of 2018, students will consistently demonstrate behaviors that reflect a respectful, responsible and safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys. The desired outcome is a 10% reduction in discipline referrals, a decline in tardy rates, decrease in student bullying behaviors and an increase in student attendance and school connectedness.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Provide professional development to teachers to assure that teachers are knowledgeable regarding culturally responsive practices. Feedback is provided to teachers as a progress monitoring tool.	Art Steullet Thea Saccasyn
<b>Goal 2:</b> 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.	
By the spring of 2018, we will eliminate any discipline gap that exists between our Black and our Hispanic students, when compared to the whole group as measured by office referrals. The desired outcome is for percentage ratios of referrals for Black and Hispanic students to align with the demographics of the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Monitor data for all involved students and assure all students are connected to the school in a significant way: ELP, Clubs, First Mates, Honor Society. Facilitate school connectedness for students whose performance reflects a gap.	Art Steullet Thea Saccasyn Lisa Ryan
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Standards-Based Instruction for Learning

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

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

<p>To assure alignment to standards, TSES has done several things.</p> <ol style="list-style-type: none"> <li>1. Used Title I funds to hire an experienced curriculum specialist who supports teachers with planning, instruction and understanding of standards and assessments.</li> <li>2. Purchased subscriptions to Planbook.com for all instructional staff so that plans are detailed, have structure and clearly align to standards.</li> <li>3. Provided professional development on topics such as providing effective feedback, advanced math strategies (Mountain Math).</li> </ol> <p><u>Successes:</u> Lesson plans are significantly more detailed and more specifically aligned to standards. Student growth at all grade levels between assessment cycles are evident based on CA. Significant increase in student learning gains from 2015-2016 to 2016-2017 on FSA. School grade raised from “C” in 2015-2016 to a “B” in 2016-2017.</p>
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8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

<p>Key areas for improvement:</p> <ol style="list-style-type: none"> <li>1. Increase achievement in reading, math and science to meet or exceed district averages.</li> <li>2. Close the achievement gap between black and non-black students.</li> <li>3. Close the achievement gap between Hispanic and non-Hispanic students.</li> </ol>
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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 use common assessments, Florida Standards Assessments, SAT-10 assessments as formal tools for data analysis. Additionally, ST Math, Istation and Science lab assessments are used as informal sources to progress monitor students. Data is analyzed during PLCs, as well as in data meetings with administrators to inform decisions for on-going student instructional needs.

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).

Students are progress monitored in ELA, Math and Science to determine instructional needs using IStation, ST Math and Science lab assessments (in grades 3-5). Remediation is provided to students who demonstrate a need, and enrichment is provided to those students exceeding expectations. Classroom teachers, ESE/ESOL teachers and Title I staff are an integral part of delivering differentiating instruction to all students.  
Fifth grade teachers articulate with middle schools to assure that our students exit fifth grade with the requisite skills needed for the next level. Every student in the school is reviewed individually to assure that each is receiving the specific services and support needed to make learning gains.

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

<b>Goal 1:</b> 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?	
Our first primary school wide goal is for every student to make a learning gain in ELA and Math. Our primary strategy to assure this happens is to assure that all instructional staff know the Florida Standards, create engaging lesson plans that are rigorous and differentiated, and to assure all classrooms include culturally responsive practices. The Marzano appraisal system is used to observe teachers, provide professional growth feedback and monitor successful teaching of the standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through formal and informal observations recorded in IObservation; student data exhibiting expected student achievement growth is also used to progress monitor instructional staff.	Art Steullet Thea Saccasyn
<b>Goal 2:</b> 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?	
Our second primary school wide goal is to assure that all staff participate in appropriate and differentiated professional development to create a high performing work force. Our strategy to assure professional growth and increased student achievement through professional development includes hosting on-site book studies, Just-in-Time training and working with instructional coaches. Content will include professional development in culturally responsive instruction and engagement, increasing rigor and using data to drive instruction. Instructional implementation will be monitored through observations and classroom walkthroughs, office referrals and student academic growth.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Participation rates are monitored, and observation of implementation of effective practices is observed and recorded in the IObservation system.	Art Steullet Thea Saccasyn
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

How are data collected and analyzed to monitor implementation of this strategy?		Name of person(s) responsible



## Collaboration for Professional Growth

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

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

Our staff Advance ED survey indicates that staff are satisfied with the school climate, opportunities to participate in leadership roles and relationships with colleagues. Professionalism, collegiality and trust are grown through school-wide recognitions and celebrations, through opportunities to collaborate with each other, and through the events established by the school’s hospitality committee, such as monthly staff breakfasts, after school gatherings and staff seasonal parties. Continued efforts are made to assure professional development and allocation of resources is differentiated and based on need.

**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.

**Instructional staff meet in Professional Learning Communities twice a month. Additionally, they are provided a stipend to participate in collaborative planning twice a month as a team. Our school’s master schedule enables all grade level teachers to have a mutual planning block, and teachers are not asked to participate in daily duty so that they can extend PLCs and more effectively prepare for the day. Student data is reviewed in PLCs, in data meetings with administrators and during collaborative planning sessions.**

### 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?

Key areas of focus for professional development have included advanced math strategies, culturally responsive classroom strategies, social skills instruction, restorative justice practices, providing appropriate feedback to students and Jan Richardson Guided Reading model. Observational data, as well as improvements in student achievement and decreased discipline referrals indicates successful implementation of learning. Next steps include further support and collaboration in developing effective strategies in all areas listed

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?
<u>Classroom libraries training</u> *Marzano elements: #6: Identifying critical content #23: Providing resources and guidance for cognitively complex tasks.	Summer	All instructional staff	Teachers will have established appropriate classroom libraries that reflect culturally responsiveness to increase student engagement and achievement
<u>Culturally responsive classrooms</u> *Marzano elements: #36: Understanding students' interests and backgrounds #39: Demonstrating value and respect for low expectancy students.	Preschool	All instructional and academic support staff	Teachers will gain skill and understanding in developing a culturally responsive classroom environment and implementing culturally responsive practices to increase student engagement and achievement.
<u>Mountain Math: Daily number sense instruction</u> *Marzano elements: #6: Identifying critical content #22: Engaging students in cognitively complex tasks #23: Providing resources and guidance for cognitively complex tasks	Preschool	All instructional and academic support staff.	Teachers will gain skill and understanding in implementing the Mountain Math program, which leads them to provide daily instruction in accelerated math at each grade level, and differentiate for students as needed



## Family and Community Engagement

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

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

Our AdvancED parent survey indicated that parents are generally very satisfied with processes and relationships at our school. One identified area for growth was in the that of parents knowing ways to



participate in school activities. As a result, we will more actively update our school’s website, emphasizing Beyond the Classroom learning activities. Additionally, we will revise our Parent Involvement Plan to include more parent events and assure that events are well advertised and communicated clearly. We will continue to emphasize the use of agenda books, provided by the school, as a means of home/school communication. We will also work to assure that all parents are aware of how to access their child’s information in Focus.

**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.

Our school participates in the Connect-for-Success program which enables over 100 of our students to take home a laptop computer for the school year, and also over the summer to utilize our Beyond the Classroom online learning resources: St Math, IStation, My-On. Common assessment data is sent home as cycles are completed, report cards reflect current progress towards standards and graded school work is sent home on a regular basis. Many grade levels and classes host student led conferences to enable students to take ownership of their progress and learning.

**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.

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

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

 **Family Engagement / Key Goals and Strategies**

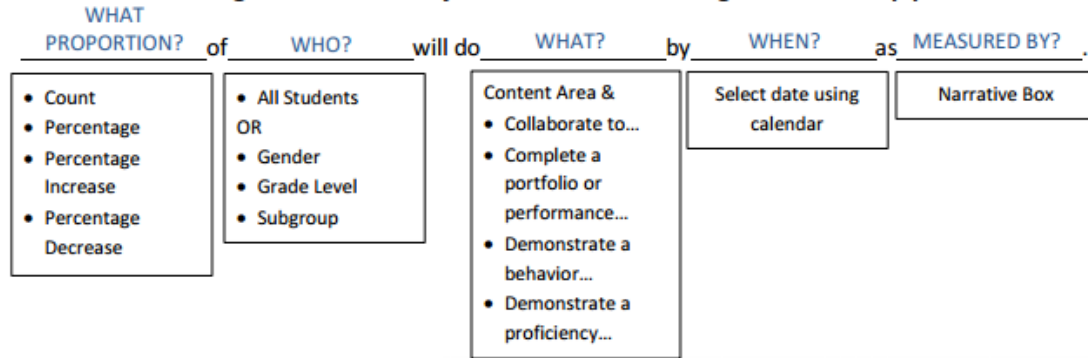
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Our primary goal is to work in partnership with our families to utilize all available resources to enable each student to make an annual learning gain.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will provide Connect for Success laptops, agenda books, host parent night events, hold student led conferences	Art Steullet Juli Hipp Lisa Ryan
<b>Goal 2:</b> 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?	

Our primary goal is to maintain a productive relationship with the Tarpon Springs community to support our students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Maintain our relationship with the Tarpon Springs Police Department, the CAP (Citizens Alliance for Progress) Center, the Peace for Tarpon organization, the Tarpon Springs Rotary Club and the various preschools in the area. Additionally, our students will participate in community events, particularly our National Honor Society members and our honors chorus members.	Art Steullet Lisa Ryan Derek Chaisson Joanne Chaisson
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 Section 2 – Targeted School Goals / Action Steps

## Academic Goal

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



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

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Nitza Spiliotopoulos
In the spring of 2018, a minimum of 57% of students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Monthly Istation data will be used to progress monitor ELA achievement and progress toward the goal.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Teachers create and deliver lessons that reflect the Florida Standards	Achievement on FSA, Common Assessments, SAT 10.
All students participate in extended learning activities and/or Promise Time	Use of Beyond the Classroom resources at home; attendance in Promise Time.
Hosting of an elementary National Honor Society Chapter	Meetings are held and groups participates in civic projects.
Title 1 hourly teachers are used to provide additional support in classrooms.	Schedule reflects effective scheduling and student achievement data evidences progress.
Researched based supplemental instructional and technology resources and formative assessments are used as appropriate to provide students with targeted, actionable feedback on progress toward the standards.	Progress made using Istation.

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Amanda Jimenez
In the spring of 2018, a minimum of 65% of students taking the Math Florida Standards Assessment will achieve a score of 3 or higher. Monthly ST Math data will be used to progress monitor Math achievement and progress toward the goal.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Administrators, coaches and specialists meet with teachers/teams to create engaging lesson plans using planbook.com that align with the Florida Standards	Plans in planbook.com consistently, walkthrough notes, HOT questions highlighted within lessons, common assessment

100% of students at 100% progress in StMath by FSA math testing dates (StMath club)	% progress completed, increased time on StMath
School math night where families are invited and taught math games and strategies for helping students with math	Choose date for math night and put on school calendar, every time plans activities and resources to share with families
Students will use math journals to reflect on learning and try new strategies	Walkthrough notes, journal checks, lesson plans in planbook.com
Use of supplementary math programs (calendar math, mountain math, ten marks)	Walkthrough notes, observation of teachers using programs, lesson plans in planbook.com

Science Goal	Goal Manager: Jillian Saaf
In the spring of 2018, a minimum of 64% of students taking the Science Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Integrate science through other content areas modifying instructional strategies to include student research, reasoning and problem solving skills	Lesson plans, PLC's, feedback from walk through, and the improvement of science assessment scores.
District Content Supervisor and District Coach, Learning Specialist, Title 1 hourly teachers, Science lab, nature trail, Brooker creek preserve, supplemental science materials, and STEM club	Lab assessments MAP assessments
Utilize the 10%-70%-20% instructional routine in all classrooms.	
Use nonfiction texts and opportunities to journal write during other content areas	Weekly review of science journals
Actions / Activities in Support of Science Goal	Evidence to Measure Success

**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.)	
<b>Healthy Schools Goal</b>	<b>Goal Manager:</b> Deanna Richards
All staff work toward Silver Level recognition with the Alliance for a Healthier Generation; achieve silver in 6 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Scheduling of wellness activities throughout the year, including screenings for all interested staff.	Activities occur as scheduled.

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

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Thea Saccasyn
<p>In the spring of 2018, a minimum of 57% of Black students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.</p> <p>In the spring of 2018, a minimum of 65% of Black students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Monthly Istation data will be used to progress monitor ELA achievement and progress toward the goal.</p> <p>In the spring of 2018, a minimum of 64% of Black students taking the Science Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.</p>	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Implementation of culturally responsive practices in classrooms: daily social skills lessons, engaging and differentiated lessons.	Academic achievement of black students compared to nonblack students.

Implementation of the school’s restorative practices plan: action plans for students in need, alternatives consequences and supports for students in need.	Number of referrals for black students compared to nonblack students.
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<b>Subgroup Goal (ELL)</b>	<b>Goal Manager: Thea Saccasyn</b>
<p>In the spring of 2018, a minimum of 57% of ELL students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.</p> <p>In the spring of 2018, a minimum of 65% of ELL students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Monthly Istation data will be used to progress monitor ELA achievement and progress toward the goal.</p> <p>In the spring of 2018, a minimum of 64% of EL: students taking the Science Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.</p>	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
Implementation of culturally responsive practices in classrooms: daily social skills lessons, engaging and differentiated lessons.	Academic achievement of Hispanic students compared to non-Hispanic students.
Implementation of the school’s restorative justice plan: action plans for students in need, alternatives consequences and supports for students in need.	Number of referrals for Hispanic students compared to non-Hispanic students.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager: Thea Saccasyn</b>
<p>In the spring of 2018, a minimum of 57% of ESE students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.</p> <p>In the spring of 2018, a minimum of 65% of ESE students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Monthly Istation data will be used to progress monitor ELA achievement and progress toward the goal.</p> <p>In the spring of 2018, a minimum of 64% of ESE students taking the Science Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.</p>	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Implementation of culturally responsive practices in classrooms: daily social skills lessons, engaging and differentiated lessons. Fidelity in the delivery of specially designed curriculum for all ESE students.	Academic achievement of ESE students compared to non-ESE students.
Implementation of the school’s restorative practices plan: action plans for students in need, alternatives consequences and supports for students in need.	Number of referrals for ESE students compared to non-ESE students.

Creation of Restorative Action Plans for students in need of additional support.	
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<b>Subgroup Goal (If Needed)</b> <b>Enter Goal Name</b>	<b>Goal Manager:</b>
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Place goal statement here (additional goal only if needed).

Actions / Activities in Support of Goal	Evidence to Measure Success

## Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*

Students scoring at FSA Level 1 (ELA or Math)	0	0	32	34	35			101	13
Students with excessive absences / below 90 %	14	17	23	19	26			99	18
Students with excessive behavior / discipline**	1	2	1	1	0			5	1
Students with excessive course failures**	14	17	22	14	11			78	10
Students exhibiting two or more Early Warning indicators	1	1	0	9	11			22	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**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
The school will reduce the number of students absent 10% or more school days by 5% from 15.6% to 10.6%.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Monthly perfect attendance recognition program.		Number of students achieving perfect attendance.
Mentoring program focused on students approaching 10% absences.		Number of students who remain below the 10% mark.

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
All students will follow the guidelines for success on campus with 100% accuracy.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Professional development in positive behavior supports and culturally responsive practices.		Number of ODRs reduced
School wide incentive program: Caught Red Handed		Surveys indicate safe and civil campus

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
The percentage of black student receiving ODRs and suspensions matches total represented population of 33%.		



Actions / Activities in Support of Goal	Evidence to Measure Success
Professional development in positive behavior supports and culturally responsive practices.	PD held and observational data evidences use of strategies in classrooms.
Multicultural libraries available in every classroom	Libraries present and in use by teachers and students.
Mentoring program for students in subgroups reflecting a gap.	Mentors assigned; breakfast club held

**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.

The school has three Title I hourly teachers that support instruction directly in the classroom. Additionally, Title I funds are used to provide a curriculum specialist who facilitates planning, supports instruction and assures all teachers have the materials to match student need. An extensive Extended Learning Program is offered to students, including after school tutoring using the IReady program as well as our Connect for Success take-home-laptop program. Students are offered many opportunities to utilize our Beyond the Classroom online learning activities outside of the school day. Additionally, the school maintains a partnership with local community organizations such as the CAP center and the Cops and Kids program, both which provide extended learning opportunities for students.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
In the spring of 2018, a minimum of 57% of targeted students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.	
In the spring of 2018, a minimum of 65% of targeted students taking the ELA Florida Standards Assessment will achieve a score of 3 or higher. Monthly Istation data will be used to progress monitor ELA achievement and progress toward the goal.	
In the spring of 2018, a minimum of 64% of targeted students taking the Science Florida Standards Assessment will achieve a score of 3 or higher. Lab and MAP assessments will be used to progress monitor Math achievement and progress toward the goal.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Extended learning through the Connect for Success laptop program.	Number of laptops checked out.
Beyond the Classroom learning resources	Progress on ST Math, Istation and My-On outside of school.
After school Promise Time tutoring program.	Participation in Promise Time and progress in IReady.
Service by Hourly Title I teachers throughout the school day	Schedule and student progress evidence the efforts and work of hourly teachers.

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	56	% with advanced degrees	32.7
% receiving effective rating or higher		% first-year teachers	3.6
% highly qualified (HQT)*	100	% with 1-5 years of experience	20
% certified in-field**	100	% with 6-14 years of experience	32.7
% ESOL endorsed	51	% with 15 or more years of experience	43.6

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

We maintain a partnership with St. Petersburg College and the University of South Florida that enables us to host numerous preservice teachers, who then may be recruited for teaching positions. The school principal serves on the St. Petersburg College Board of Directors and works directly with the college in recruiting minority candidates into the college of education. Additionally, we provide teachers with protected collaborative time for planning, extended support through Title I and differentiated professional development to meet each person’s individual needs. Efforts are made to interview and consider Black and Hispanic candidates, when reviewing applicants for positions.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Art	Steullet	White	Principal
Taurean	Matthis	Black	Business/Community
Carmen	Wilson	Black	Business/Community

Matthew	Geer	White	Business/Community
Alvin	Quinones	Hispanic	Business/Community
Melody	Day	Hispanic	Support Employee
Latriviette	Jackson	Black	Teacher
Nicole	Eaton	White	Parent
Kim	Lorello	White	Parent
Eizabeth	Monforti	White	Parent
		Select	

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

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

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Joanne Chaisson
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Please state the days / intervals that your team meets below.
SBLT meets biweekly on Thursdays

**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 are earmarked for professional development initiatives, including the purchasing of books for book studies, conference attendance expenditures and various trainings pursued by instructional staff. Additionally, funds are used to increase participation in after school enrichment clubs.

Title I budget below:

7/25/2017				<b>Title I Budget for 2017-2018</b>	
				<b>Project F630</b>	
School Name: Tarpon Springs Elementary School					
Cost Center: 4491				Total Allocation: \$344,960.00	
<b>A. CLASSROOM INSTRUCTION AND EXTENDED LEARNING</b>					
FUNC	OBJ	# of Employees	Description	TOTAL AMOUNT	
5100	0120	3	HOURLY TEACHERS	\$44,378.88	
5100	0120	0	HOURLY TEACHER - Extended Learning Programs	\$0.00	
5100	0120	2	CLASSROOM TEACHERS (Lower TPR)	\$115,579.44	
5100	0120	0	CLASSROOM TEACHERS (Intervention)	\$0.00	
5100	0120	1	PARAPROFESSIONALS	\$12,132.26	
<u>DISCRETIONARY EDUCATIONAL SERVICES</u>					
5100	0120		EXTENDED LEARNING TIME	\$6,160.00	
<u>Instructional Materials and Supplies (Supplemental)</u>					
5100	0310		R'CLUB CONTRACT FOR PROMISE TIME ELP TUTORS	\$61,600.00	
5100	0350		COPIER REPAIRS & MAINTENANCE - only on one additional copiers		
5100	0360		COPIER RENTAL - one additional copiers	\$2,000.00	
5100	0360		ANNUAL SOFTWARE LICENSES AND SUBSCRIPTION RENEWALS		
5100	0390		VENDOR FOR STUDENT PROGRAMS - Extending Learning only		
5100	0510		CLASSROOM INSTRUCTIONAL MATERIALS	\$1,557.91	
5100	0510		CLASSROOM INSTRUCTIONAL MATERIALS - Extending Learning only		
5100	0511		CENTRAL PRINTING COSTS		
5100	0530		SUBSCRIPTIONS/PERIODICALS		
5100	0612		BOOKS FOR STUDENT USE	\$1,000.00	
<u>Capital Outlay</u>					
5100	0621		CAPITALIZED AV MATERIAL		
5100	0622		NON-CAPITALIZED AV MATERIAL		
5100	0641		CAPITALIZED FURNITURE/EQUIPMENT		
5100	0642		NON-CAPITALIZED FURNITURE/EQUIPMENT		
5100	0643		CAPITALIZED COMPUTER HARDWARE		
5100	0644		NON-CAPITALIZED COMPUTER HARDWARE	\$4,000.00	
5100	0691		CAPITALIZED COMPUTER SOFTWARE		
5100	0692		NON-CAPITALIZED COMPUTER SOFTWARE	\$900.00	
5100	0730		DUES AND FEES	\$400.00	
				<b>TOTAL CLASSROOM INSTRUCTION AND EXTENDED LEARNING:</b>	
				<u>\$243,548.49</u>	
<b>B. STUDENT SERVICES</b>					
6110	0130	0	SOCIAL WORKER	\$0.00	
6300	0130	0	TEACHER ON SPECIAL ASSIGNMENT	\$0.00	
				<b>TOTAL STUDENT SERVICES:</b>	
				<u>\$0.00</u>	
<b>C. CURRICULUM DEVELOPMENT AND SCHOOL IMPROVEMENT</b>					
		# of Hours	TITLE I \$20 CONTRACTED SERVICES		
6300	0120	380	SCHOOL IMPROVEMENT - INSTRUCTIONAL STAFF ONLY	\$8,783.32	
6300	0130	0	SCHOOL IMPROVEMENT - COACHES AND OTHER INSTRUCTIONAL STAFF	\$0.00	
6300	0130	125	CONNECT FOR SUCCESS LIAISON	\$2,889.25	
6300	0130	1	PROGRAM COORDINATION AND COLLABORATION (AUDIT BOX)	\$1,040.13	
<u># of Employees</u>					
6300	0130	1	CURRICULUM SPECIALIST	\$68,112.57	
				<b>TOTAL CURRICULUM DEVELOPMENT AND SCHOOL IMPROVEMENT:</b>	
				<u>\$80,825.27</u>	
<b>D. PROFESSIONAL DEVELOPMENT</b>					
FUNC	OBJ	# of Hours	Description	TOTAL AMOUNT	

7/25/2017

**Title I Budget for 2017-2018  
Project F630**

<u>TITLE I \$20 STIPEND</u>				
6400	0120	310	CLASSROOM TEACHERS	\$7,165.34
6400	0130		COACHES and OTHER CERTIFIED STAFF	\$0.00
<u>TITLE I \$20 CONTRACTED SERVICES</u>				
6400	0120		CLASSROOM TEACHERS	\$0.00
6400	0130		COACHES and OTHER CERTIFIED STAFF	\$0.00
6400	0120		MANDATORY PROFESSIONAL DEVELOPMENT	\$0.00
<u># of Employees</u>				
6400	0130	0	MTSS/RTI COACH	\$0.00
6400	0130	0	MATH COACH	\$0.00
6400	0130	0	SCIENCE COACH	\$0.00
6400	0130	0	READING/LITERACY COACH	\$0.00
<u># of Days</u>				
6400	0140	60	SUBSTITUTES	\$4,260.90
6400	0140	0	SUBSTITUTES - HIGH PRIORITY SCHOOL	\$0.00
6400	0140		SUBSTITUTES - HIGH PRIORITY SCHOOL - Extended day	\$0.00
<u># of Employees</u>				
6400	0310		CONSULTANT	
6400	0332		TRAVEL	\$2,500.00
6400	0333		REGISTRATION - Conferences	\$500.00
6400	0612		PROFESSIONAL RESOURCE MATERIAL - Professional Books	\$0.00
<b>TOTAL PROFESSIONAL DEVELOPMENT:</b>				<b>\$14,426.24</b>

**E. TECHNOLOGY INTEGRATION AND SUPPORT**

FUNC	OBI	# of Employees	Description	TOTAL AMOUNT
6500	0130	0	TECHNOLOGY SPECIALIST	\$0.00
6500	0160	0	TECHNOLOGY TECHNICIAN	\$0.00
<b>TOTAL TECHNOLOGY INTEGRATION AND SUPPORT:</b>				

**F. OTHER SERVICES**

OBI	# of Employees	Description	TOTAL AMOUNT
7900	0390	BUS DRIVER SALARY AND FUEL	
7900	0610	HEAD PLANT OPERATOR - FOR SATURDAY ONLY	\$0.00
<b>TOTAL OTHER SERVICES:</b>			

<b>TOTAL CLASSROOM INSTRUCTION AND EXTENDED LEARNING:</b>	<b>\$243,548.49</b>
<b>TOTAL STUDENT SERVICES:</b>	
<b>TOTAL CURRICULUM DEVELOPMENT AND SCHOOL IMPROVEMENT</b>	<b>\$80,825.27</b>
<b>TOTAL TOTAL PROFESSIONAL DEVELOPMENT</b>	<b>\$14,426.24</b>
<b>TOTAL TECHNOLOGY INTEGRATION AND SUPPORT</b>	
<b>TOTAL OTHER SERVICES:</b>	
<b>TITLE I, PART A TOTAL</b>	<b>\$338,800.00</b>
<b>TOTAL ALLOCATION:</b>	<b>\$344,960.00</b>

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Felita Grant, Director, Title I \_\_\_\_\_ Date \_\_\_\_\_