School Improvement Plan 2017-18

Westgate Elementary School

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Superintendent

Pinellas County Schools

School Profile

Principal: Bonita S. Paquette	SAC Chair: Kat Burke

School Vision	The vision of Westgate Elementary is to be a community of learners where students, families, and staff work together to achieve total success.

School Mission	The mission of Westgate Elementary is to provide an environment in which learners will continue to succeed through quality teaching.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	7.7%	13.7%	19.4%	5.3%	53.9%	0%

School Grade	2017: C	2016: C	2015: C	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	53%	51%	60%	52%	58%	49%						
Learning Gains All	45%	50%	55%	62%								
Learning Gains L25%	28%	48%	49%	52%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Bonita	Paquette	FT	Less than 1 year
Assistant Principal	Tenishelah	Johnson-Clark	FT	4-10 years
Counselor	Vernisa	Towles	FT	1-3 years
MTSS/RTI Coach	Phyteria	Gomillion	FT	1-3 years
Total Instructional Staff: **44**		**Total Support Staff:** **22**		

School Culture for Learning

School-wide Behavior Plan

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

Tier 1: Universal PBS – Processes and procedures intended for all students and staff, in all settings and across campus. This is intended to impact 100% of the students and staff.
-Westgate Schoolwide Guideline for Success and Common Area Expectations
-Olweus Bully Prevention Program
-Menu for Effectively Responding to Classroom Behavior
-Classroom Guidance Lessons
-Reward/Recognition System (Schoolwide "Pawsitive Paws" Positive Reinforcement & Charms for Success Program, Monthly Character Assembly recognizes Citizens of the Month who have shown the character trait for the month)

Classroom –Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings. Depending upon the data, classroom applications can be viewed as either a Tier 1 or Tier 2 intervention (do all teachers need support or just a few?)
-Classroom Guidelines for Success
-Community Building Lessons
-Class Meetings
-Restorative Circles
-Behavior Level Calls
-RTI Process for Behavior

Tier 2: Supplemental PBS – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) and/or across similar settings.
-Small Group Guidance Lessons
-Safety Plans
-Positive Behavior Intervention Plan
-Restorative Practice Professional Development

Tier 3: Intensive PBS – Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.
-Individual Counseling Sessions
-Safety Plans
-PBIP Positive Behavior Intervention Plan/FBA Functional Behavior Assessment

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?

Classroom Community Building Lessons are taught in each classroom during the first two weeks of school and intermittently throughout the school year. In addition, during the first week of school, teachers begin building relationships with their students by using surveys and questionnaires to learn about some of their interests. Teachers make time to talk with each student, and encourage them to share information about themselves. Teachers personally contact parents to each family during the first two weeks of school. Teachers develop a connection with the most challenging students and gain a clear understanding of what may cause them to lose interest or emotional stability in the classroom. Teachers learn about all of their students, but focus on the most challenging students so that they can develop positive relationships with them and adapt the curriculum and instruction to their way of learning. Westgate ensures that expectations are implemented equitably in the handling of student behavior through walkthrough feedback, teachers conference, and review of discipline alerts and referrals.

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 Westgate Elementary MTSS Team plans to problem-solve and assess teachers' concerns about student academic and/or social/emotional difficulties as identified through grade level PLCs.
We will use a wide range of assessment data, evaluate student needs, and develop instruction/intervention plans from evidence-based research with input from parents, teachers, and specialists. Our plan includes supporting teachers in progress-monitoring. The team will collaborate to share effective practices, evaluate implementation, review and revise practices and processes, and identify professional development needs and resources. The team will meet bi-weekly to review student data, determine next steps, review students' status, discuss new referrals, and problem solve concerns. Our plan includes the following school climate initiatives: Character Education, Social Skills Development, Schoolwide Charm Initiative

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?

As student advocates Professional School Counselors provide a comprehensive program that promotes student success through a focus on academic achievement, social/personal, career and multicultural/global citizenship development. In addition, part-time social workers and psychologist provide additional services based on student needs.
- Teacher maintains Tier 1 behavior data log.   Data indicates that student requires additional support to successfully meet behavior expectations.
 - Teacher brainstorms with PLC for intervention ideas. Teacher selects and implements intervention.
    PLC minutes must reflect targeted behavior and intervention.
- Teacher meets with grade level PLC to discuss effectiveness of the intervention after 2-3 weeks.

- Teacher completes the Classroom Behavior Intervention Report.

- Data Presented to SBLT and a Case Manager is assigned
- Environmental Observation Completed by CM.
- Teacher completes behavior frequency/duration chart for 5 days & returns to Case Manager to graph data

- CM and teacher will meet to collaborate, review previous interventions, environmental observation findings
        and suggestions. Teacher selects intervention to be implemented for 2-3 weeks. This meeting and
        info will be documented on a conference form.
- Teacher will complete behavior frequency/duration chart daily for progress monitoring.

- Case Manager completes integrity and fidelity checks of implementation by the end of the determined time
        period.

- Case Manager will collect data and graph response to intervention.
- Case Manager brings data/graph back to SBLT.
> ➢ Is the student showing progress in response to intervention?   Yes   No
>> o   If yes-teacher will continue intervention
>> o   If no-continue to next question
> ➢ Does plan meet fidelity check?   Yes   No
>> o   If no – CM will meet with teacher and review intervention plan.
>> o   If yes – Positive Behavior Intervention Plan (PBIP) will be completed.
>> o   SBLT utilizes data based problem solving process to determine next steps

- School Psychologist and Social Worker will be PBIP Facilitators. PBIP draft will be written by Facilitator
          with input from Case Manager prior to meeting.
- PBIP meeting held with Parent, Teacher, Social Worker, and Psychologist.
- Teacher will implement intervention and collect progress monitoring data.
- Case Manager will complete another integrity and fidelity observation.

- Case Manager will collect and graph progress monitoring data prior to next PBIP meeting.

- PBIP team meeting: data analyzed, determine if plan is being implemented as designed.
> ➢ If student is responding to intervention, the plan will continue.
> ➢ If student is **not** responding to intervention, the team decides:
>> o   Does intervention need tweaking?
>> o   Is support modeling of intervention is needed?
>> o   Does a new intervention need to be implemented?
- After 2-3 reviews of PBIP, if there is no response to intervention, then the team will decide if a Functional
          Behavior Assessment needs to be completed.
The following processes are in place to support our plan: Character Education program, Social Skills lesson,
Positive Behavior Support Program (Charms) and school-wide expectations for common areas, Weekly
Student Support Team Services

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 SBLT monitors by conducting monthly reviews of school based procedures and processes to improve
alignment and effectiveness of the implementation of the MTSS. In addition, the SBLT focuses on building
and developing tools and processes to facilitate clear communication among the stakeholders.
School Dashboard
Performance Matters
Data Warehouse
PBS Evaluations System
Planbook.com
Bi-Monthly Child Study Team
Completion of Attendance PSW quarterly
Ensure that proper attendance coding is used

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?

School leadership reviews and monitors the use of materials and resources identified by Teaching and
Learning to ensure that teachers are meeting the needs of all students by using effective instruction, thus
enabling students to perform at their highest levels of achievement. The Division provides leadership,
guidance, and support with respect to curriculum materials, implementation of Florida Standards,

professional learning, and the delivery of research-based instructional strategies and practices that are rigorous and equitable

⬡ **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?	
Goal: Reduce the number and percent of discipline incidents for each student subgroup by 50% as measured by (ODR) Office Discipline Referral Data	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Implement Schoolwide Positive Behavior Interventions to Build a Foundation of Prevention • Teach students prosocial skills and redesign our school environments to discourage problem behavior • Professional Development for Restorative Practices	Leadership Team, Restorative Practices Team and 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.	
Goal: Close the achievement gap in ELA and Math between black and non-black students by 50 percent.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide Academic Rigor (Promote the potential of all students, hold high expectations, and provide high level learning opportunities (DQ 3 and DQ4)	Leadership Team and Classroom Teachers
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Goal: Positive behavior referrals will increase by 50% compared to 2016-2017.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Implement Schoolwide Positive Behavior Interventions to Build a Foundation of Prevention • Teach students prosocial skills and redesign our school environments to discourage problem behavior • Phone Call from Administrators and appropriate Charm incentive	Leadership Team and Classroom Teachers

Standards-Based Instruction for Learning

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

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

To align instruction to state standards teachers participated in grade specific collaborative planning sessions, and unpacked standards to create learning goals and scales. To increase academic rigor and student engagement teachers participated in Just In Time PD for Math, Science and ELA. Data Sources: pre-conference notes, cycle assessments results, formal and informal observations, PLC notes, student work samples, ISIM Feedback, walkthrough feedback

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

The following are areas of improvement based on informal and formal observation data, ISIM visit data, lesson plan review data, and leadership coaching observation data.
1. Aligning student work/tasks to the standard/Marzano Taxonomy
2. Planning for Rigor/Higher order questioning
3. Releasing the responsibility of learning to the students

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.

Monthly progress monitoring data, MAP assessment reports, tracking progress with learning goals and scales

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).

Grade level cross articulation, Cross articulation with feeder middle schools, Step Up lesson after state assessments, student progress is being monitored through informal and formal assessments, additional support services are provided as necessary ie: Title I, ELP, Enrichment Activities

⬡ **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?	
Focus #1: Standards Based Instruction with Rigor/Tracking Student Progress	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Unit lesson Plan, Individual Lesson Plan, Student Work Samples, Student Data Records, Student Journals, Student Grades, Results from formal and informal assessments, monitoring of implementation and feedback via formal/informal observation data, Weekly PLC discussion about student artifacts and their progress toward the standard	Leadership Team and Classroom Teachers
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?	
Focus# 2 Writing Across Content Areas	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Unit lesson Plan, Individual Lesson Plan, Student Work Samples, Student Data Records, Student Journals, Student Grades, Results from formal and informal assessments, monitoring of implementation and feedback via formal/informal observation data, Weekly PLC discussion about student artifacts and their progress toward the standard	Leadership Team and Classroom Teachers
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Focus # 3 Problem Based Learning with Rigor (ie: Math & Science	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Unit lesson Plan, Individual Lesson Plan, Student Work Samples, Student Data Records, Student Journals, Student Grades, Results from formal and informal assessments, monitoring of implementation and feedback via formal/informal observation data	Leadership Team and Classroom Teachers

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.

Staff Growth Focus: Our school leaders engage effectively with all stakeholders about the school's purpose and direction.

- A mission and vision is developed and periodically revisited by a representative group of current stakeholders.

Elementary Growth Focus: In my school students treat adults with respect.

- A specified set of purposeful language, actions, and routines designed to make students and other stakeholders feel welcome, comfortable, important, and understood.

Parent Growth Focus: Our school shares responsibility for learning with its stakeholders.

- Stakeholders will be included in on our focus on quality, including quality instruction, quality interactions, and a cycle of continuous, quality improvement.

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.

Our monthly meeting schedule includes bi-weekly grade level PLCs, monthly staff meetings, LLC Meetings, content specific PLCs. Our master schedule includes block scheduling which allows grade level teams 45 minutes of common planning time per day

● 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?

2016-17 Focus Areas for Teacher Professional Development:
- Marzano Teacher Evaluation Model
- ELA: Learning Goals and Scales, Guided Reading, Oral Storytelling In Writing, ELA Block
- Mathematics: Mathematics Effective Planning, ST Math, Fractions Grant

Science: 5Es Model, 10/70/20 Routine, Science Journaling with feedback, I Can Statements, Science Lab

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

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practices	Pre-school & Ongoing	K-5 Teachers	Common language focused around re-integration of students following disruptive incidents
Culturally Responsive Strategies	Pre-School	K-5 Teachers	Deepening awareness of strategies that are effective for all
Learning Boards	Pre-School	K-5 Teachers	Increased student awareness of learning targets and their level of understanding related to the target.
Jan Richardson Guided Reading (next steps)	Fall	Primary Teachers	Effective guided reading lessons aligned to student needs.
Writing Strategies	DWT & Ongoing	K-5 Teachers	Effective Literacy strategies

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).

 In response to our AdvancED growth area. Our school shares responsibility for student learning with all stakeholders. Westgate Elementary School believes in involving parents in all aspects of its School Improvement Planning and Title I programs. All parents are invited to an annual meeting designed to inform families about the school. We recognize the value of parental involvement and attempt to accommodate the needs of our families when scheduling parental involvement activities. Many of our parents work and find it difficult to attend school events. We will offer these parents an opportunity to request learning materials that they can use at home with their children. In addition, web-based activities are linked to our website for parents to use, and links to other parent resources are also incorporated in our website. We will also communicate with parents via:

>   Student Planners (grade K-5) daily basis
>   Use of School and District Website
>   Parent Portal- a link to online grade
>   Computer based programs
>   Progress Monitoring Plans and Conference forms

Our parent involvement activities will be scheduled on various days of the week and at different times of the day and evening. The principal will maintain records of parent participation. The schedule may be modified as needed based on parents' participation. Evening conferences are offered for working families.

In addition, The SAC School Advisory Council assists in the development, implementation, and evaluation of the SIP and PIP. More than 50 percent of the members of the SAC are parent (non-employee) representatives. In addition, parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by school leadership and shared with SAC to determine needed changes. A committee composed of SAC members, in conjunction with the school leadership team, will decide how the parental involvement funds will be used.

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.

We provide the following materials and training to help parents work with their child to improve their child's academic achievement.
Title I Annual Meeting
Connect for Success
Muffins for Moms
All Pro Dads
Kindergarten Round Up
Student Led Conferences
I love Reading Events
Book Give Away
Family Night

Events will provide the following supports:
- an opportunity to learn about a new tip or tool to support the child's learning at home
- an opportunity to practice a new skill or strategy to support the child's learning
- an opportunity to share with teachers about what families know about the child that might help the teacher be a better teacher to the child

Family Engagement / Planning Inventory

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?	
Goal: 80% of our families will engage in parent involvement events that foster student learning and promote positive home/school relationships.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Build respectful and trusting relationships between home and school by fostering collaborative partnerships focused on student success, demonstrating awareness and sensitivity to social, cultural and language backgrounds of families, and using multiple means and modalities to communicate with families.	All Staff
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?	
Goal: Westgate will increase our school's involvement in community events by 50% during the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Collaborate with community stakeholders such as Stevens and Stevens and community agencies such as YMCA to provide resources, services, and support to students, schools and families.	Bonita Paquette Tenishelah Johnson-Clark Randi Martin
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: Deanna Teasdale
Increase Reading scores to 70% of students reaching proficiency levels and/or making learning gains by the end of the year for each student subgroup in all grades as measured by standardized assessments.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Actions: 1. Teachers align instruction to meet the Florida Standards for English Language Arts, District Curriculum Guidelines, and student needs by providing multiple opportunities across the literacy block for reading and writing about complex text with scaffolding and support. 2. Teachers attend professional development on Module trainings, and instructional methods. 3. Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano strategies and adjust instruction through the use of talk, task, text and student needs. **4.** Teachers use data to differentiate and scaffold instruction to increase student performance. **(K-2 Reading Level Assessment Guide)** 5. Teachers provide students with extensive opportunities to write in the ELA block 6. Focus on Culturally Responsive strategy of Mouth, Meaning and Music 7. Teachers will use explicit vocabulary instruction	FSA, MAP Assessment and Information Running Records, Common Assessment results. District Pre/Post Test lesson plans and observation data, samples of student work, Notes from conferring/Guided Reading Administrators monitor and support the implementation of literacy instruction and provide feedback

Mathematics Goal	Goal Manager: Patty Kwapien

Increase Math scores to 70% of students reaching proficiency levels and/or making learning gains by the end of the year for each student subgroup in all grades as measured by standardized assessments.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
1. Teachers will use formative assessment to guide instruction and provide differentiation. Teams will collaborate to use common formative assessments and analyze student work samples in PLCs in order to improve instruction. Teachers will use rubrics for interpreting and evaluating student responses in order to differentiate instruction. Teachers will use rubrics for interpreting and evaluating student responses in order to differentiate instruction. 2. Teachers will use CPALMs to access resources for common formative assessments and engaging mathematics lesson plans. 3. Teachers will incorporate ST Math into core instruction Teachers will use ST Math to fidelity to improve student performance and understanding. Teachers will use coaches, online tutorials and webinars to learn more about the use of ST Math. Teachers will offer incentives to encourage students to participate and make gains in ST Math. 4. Teachers will design lessons in mathematics that incorporate the 8 mathematical practices. Teachers will participate in district wide training 5. Focus on Culturally Responsive Strategy of Mouth, Meaning and Music	FSA Math Assessments Formative Assessments MAP MFAS Tasks ST Math Data

Science Goal	**Goal Manager:** Tara McClintick
Increase Science scores to 75% of students reaching proficiency levels for each student subgroup as measured by SSA Science Statewide Assessment.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
1. Develop and implement a 5th grade benchmark review plan based on data from 3rd/4th grade review diagnostic assessment 2. Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming Learning. 3. Monitor for consistent implementation of instruction, and process which support the effectiveness of the Science Lab. 4. Implement STEM Academy for 4th and 5th Grade 5. Effectively plan for science	SSA-Science Results Formative Assessments Common Assessments Journals Pre/Post Test for Science Labs

6. Focus on Culturally Responsive Strategy of Mouth, Meaning, Music	
7. Develop and adhere to a science lab program.	
8. Teachers will use "Wondering Questions or Inquiry" to provide students with opportunities on the nature of science.	
9. Use science benchmark text during the ELA block to increase students' knowledge of science content.	
10. STEPP Students receive extended learning opportunities regarding the Nature of Science standards and science fair projects	

⬡ 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 Manager: Dana Wanek**
: Increase our eligibility status to 5 out of 6 by May 2018 which is the Bronze Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-17, school was eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-18, is to maintain Silver Status eligibility for national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	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: STEM	**Goal Manager:**
Increase our number of STEM activities provided to students by 50% compared to 16-17 school year.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

• The STEM Academies offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community partners! • Provide STEM Academy for 20 students during the 2017-2018 school year • We will run the Academy starting the week of October 2nd through the last week of April 23rd. • Conduct a School Science Showcase • Participate in the District Science Showcase • Participate in *Self-eSTEAM Fest*	Informal/formal observations Student survey results Student projects Science score data Student journals

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**

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

⬣ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Administration
Close the achievement gap in ELA and Math between black and non-black students by 50 percent as measured by state standardized assessments. Current Gap: ELA : 28 percentage points Math: 23 percentage points	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Teachers will: Action 1 Focus on the key area of culturally relevant pedagogy Student-Teacher Relationships (Caring, relationships, Interaction, Classroom atmosphere) Action 2 incorporate the 6Ms (Meaning, Mouth, Models, Movement, Multiple Checks for Understanding Movement and Music) in planning and daily instruction with focus on Mouth, Meaning and Music Action 3 focus on building knowledge and background for culturally responsive instruction.	Subgroup data FSA SSA, MAP Formative Assessments Informal/Formal Observation

Sub Group Goal (Gender Gap)	Goal Manager: Administration
Close the achievement gap in ELA between female and male students by 50% as measured by state standardized assessments	
Actions/Activities in Support of Gender Goal	**Evidence to Measure Success**
Teachers Will: Action 1-Investigate student interests through surveys and /or informal conversations Action 2-Ensure that one-on-one conferences are a consistent routine in their classrooms Action 3-Engage in regular feedback between student and teacher Action 4- Develop classroom libraries that contain a range of text type in a variety of formats	FSA MAP Formative Assessments Informal/Formal Observations Teacher Observation

Sub Group Goal (L25)	Goal Manager: Lashawn Proctor
Increase the percentage of L25 students showing learning gains in ELA from 28% to 50% as measured by state standardized assessments	
Actions/Activities in Support of L25 Goal	**Evidence to Measure Success**
1. Administration will identify and provide teachers with a list of L25 students by grade level 2. Teachers will ensure that the L25 students receive extra instruction in ELA during intervention time 3. Teachers will provide Ongoing Progress Monitoring(OPM) data to the MTSS coach twice a month. 4. Results of OPM will be discussed monthly during PLC meetings	FSA MAP OPM Formative Assessments Informal/Formal Observations Teacher Observation

5. Monthly OPM reports will be provided to classroom teachers 6. MTSS Coach will observe L25 students in relation to the fidelity of interventions	

Subgroup Goal (ELL)	**Goal Manager:** Maureen Otteni
Increase the number of ELL students proficient by 3 percent above the state average as measured by state standardized assessment/district assessment in reading and math. 2017 Results: Math ELL (8) 35%=Total 22 ELA ELL (11) 50% =Total 22	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
1. Teachers will participate in professional development regarding data analysis and lesson planning as it relates to WIDA Score reports. 2. Plan for the needs of ELL students by identifying adaptations that must be made in a lesson or unit. 3. ESOL Support from the district to review data during PLCs. 4. Review master schedule to ensure that students receive services during ELA intervention time	Individual Score Reports School Roster Reports Frequency Distribution Reports Formal/informal observation data Student work samples

Subgroup Goal (ESE)	**Goal Manager:** Theresa Leinbach
Increase the number of ESE students proficient by 3 percent above the state average as measured by state standardized assessment/district assessment in reading and math. 2017 Results: Math ESE (7) 34% =Total 21 ELA (8) 37% =Total 21	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
1. Teacher will identify the needs of special education students by providing accommodations and modifications that must be made for specific special education students 2. Review master schedule to ensure students are receiving services during intervention times.	FSA MAP Informal/formal observations

Subgroup Goal F/R Lunch Enter Goal Name	Goal Manager: Tenishelah Johnson-Clark
Increase the number of FRL students proficient by 3 percent above the state average as measured by state standardized assessment/district assessment in reading and math. 2017 Results Math FRL (211) 52% =Total 407 ELA FRL (183) 45%= Total 407	

Actions / Activities in Support of Goal	Evidence to Measure Success
Connect for Success Computer Lending Program Extended Learning Program	FSA MAP Informal/formal observations

Early Warning Systems (EWS) -- Data and Goals

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

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

Students scoring at FSA Level 1 (ELA or Math)	NA	NA	14/11	27/19	16/15			57/45	.21%/.16%
Students with excessive absences / below 90 %	6	13	16	13	12			60	11%
Students with excessive behavior / discipline**	8	8	6	10	12			44	7%
Students with excessive course failures**	24	13	9	3	37			86	13%
Students exhibiting two or more Early Warning indicators	2	1	2	10	10			25	4%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.

| Decrease the number of students absent 10% or more from school from 11% to 5% ||

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
- Bi-Monthly Child Study Team Meetings - Problem solving to determine the most common reasons/barriers our students miss school. - Develop and implement interventions that target identified reasons/barriers to school attendance. - Ensure that our students who are chronically absent meet regularly with a mentor. - Ensure families are aware of the importance of attendance and engage them in attendance related activities.	- Data on the % of students absent 10% or more from school. - Child Study Team minutes with interventions listed

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.

| Reduce the number and percent of discipline incidents for each student subgroup by 50%. Office discipline referrals during the 2017-18 school year will decrease by 50% compared to 2016-17. ||

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

• Implement Schoolwide Positive Behavior Interventions to Build a Foundation of Prevention • Teach students prosocial skills and redesign our school environments to discourage problem behavior • Encourage a common language of Restorative Practices throughout the school • Deliver Professional Development on the use of Restorative Circles and monitor implementation • Hold monthly Character Assemblies to recognize and celebrate outstanding behavior in each classroom.	Increase Positive Behavior Referrals Increase PAWS Decrease Office Discipline Referrals Decrease Classroom Intervention Forms

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	

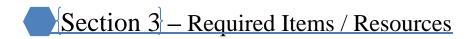| **Actions / Activities in Support of Goal**	**Evidence to Measure Success**

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

The ELP Plan is on a separate document

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
The ELP Plan is on a separate document	

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)	40	% with advanced degrees	26.5%
% receiving effective rating or higher		% first-year teachers	.25%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	14%
% certified in-field**	100%	% with 6-14 years of experience	27.5%
% ESOL endorsed	73.5%	% with 15 or more years of experience	57.5%

*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 partner with local universities and identify highly effective student teachers. We work with

human resources to find the highly qualified candidates.

* Teachers are valued and included in the decision making processes of the school

* Teachers at the school participate in grade level professional learning communities, encouraging

an open exchange of knowledge and ideas

* On site professional development opportunities are also available and historically are highly

attended.
* Teachers exhibiting leadership qualities are identified and highly encouraged to step into leadership roles. Administration works closely with that group of teachers to mentor, coach, encourage and support leadership efforts.

⬡**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Kat	Burke	White	Parent
Nicole	Lewis	Select	Parent
Marshall	Stevens	White	Business/Community
Bonita	Paquette	White	Principal
Tenishela	Johnson Clark	Black	Other Instructional Employee
		Select	
Please See SAC Roster Due in September for other members		Select	
		Select	
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⬡**SAC Compliance**

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

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

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

☐ Yes ☐ No	Committee Approval Date:

🔵 **SBLT / MTSS Leadership Team**

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

☒ Yes ☐ No	Chairperson: Bonita Paquette

Please state the days / intervals that your team meets below.
Every Wednesday 9:00-9:45

🔵 **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 for staff ($2000) Technology ($1000)