



School Improvement Plan 2017-18

Woodlawn Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Tammy Keiper	SAC Chair: Katherine Whitton
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School Vision	100% Student Success
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School Mission	The mission of Woodlawn Elementary is to establish a respectful learning environment that builds the foundation for scholars to have a successful future through relationships, relevance, and rigor.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	7	40	11	8	33	1

School Grade	2017: C	2016: C	2015: D	Title 1 School? <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	36	31	47	43	26	33						
Learning Gains All	49	44	52	56								
Learning Gains L25%	54	37	52	40								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Tammy	Keiper	FT	1-3 years
Assistant Principal	Vickie	Graham	FT	4-10 years
MTSS Coach	Lamar	Mills	FT	1-3 years
Curriculum Specialist	Jacquelyn	Shotwell	FT	Less than 1 year
Counselor	Danny	Fittro	FT	4-10 years
VE Teacher	Kaitlin	Tinney	FT	1-3 years
Social Worker	Kelly	Davidson	FT	Less than 1 year
Behavior Specialist	Erica	Milor	FT	Less than 1 year
Teacher Leader	Ashley	DiGregorio	FT	4-10 years
Teacher Leader	Kara	McPherson	FT	4-10 years
Secretary	Brenda	Washington	FT	Less than 1 year
Total Instructional Staff:	9		Total Support Staff:	2



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).

School-wide behavioral expectations are DIVES:
 Demonstrates respect—treating yourself and others with courtesy and consideration
 Initiates cooperation—getting along with others and working together to accomplish a goal
 Values honesty—using truthful speech and behavior
 Exercises responsibility—doing your best and taking ownership for your words and actions
 Show compassion—Being nice and considerate toward others.
 These definitions create consistency in understanding of the expectations throughout the school community. Therefore, teachers and staff will use common language when discussing expectations and when needing to redirect scholars. Teachers will present lessons demonstrated at a school-wide professional development session and in the Woodlawn Behavior Handbook to develop students’ understanding of the expectations. Teachers create SOPS (Standard Operating Procedures) for processes and procedures that they expect scholars to follow. All classrooms and common areas display posters of CHAMPS expectations. Monthly Jams take place for scholars earning an average of 8 points within a month and no referrals. Through staff circles, we will continue to review our PBIS to ensure all are being consistent in expectations and to address any concerns that staff may have to ensure that all are committed.

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?

Our plan for ensuring that school-wide expectations transfer to the classrooms is to provide ALL staff members a professional development session of DIVES including definitions, visual displays, and a demonstration lesson to ensure that school-wide rollout is consistent and common language is used in classrooms and on campus. STOIC walkthroughs will be done by the assistant principal and behavior coach. Uniform posters will hang in each room and common areas. Students will be refreshed on DIVES at a school-wide assembly at the beginning of the year. Our school morning show will also be utilized to review DIVES guidelines as well as our “Hands Off, Learning On” affirmation. A student tracking tool will be consistent across grade levels to self-monitor daily behavioral points earned based on DIVES. Support staff will be providing social skill lessons (second step) to student/groups/classes as needed. Monthly character guidance lessons will also be delivered by our guidance counselor.
 CHAMPS processes are also in place for all common areas and within classrooms, teachers create CHAMPS processes for their routines. CHAMPS procedures are taught within the classroom and reviewed, retaught, and modeled as needed. We will continue our motto and social skills lessons daily through morning meetings focused on Hands Off, Learning On and targeting desired behaviors. We will continue recognizing students weekly as Foundation Builders and monthly as AVID Scholars. We will have monthly incentives/programs for students displaying positive behaviors meeting 80% average on daily point system and no referrals as tracked by students, monitored by teachers.
 We will also instruct staff on restorative practice strategies within our professional development sessions which will be utilized school-wide to better meet the needs of students that make inappropriate choices in behavior.

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

The behavior MTSS team will monitor school-wide points from individual scholars and classes at monthly meetings. Subsequent interventions or support will be provided to individual scholars and/or classrooms. For classrooms not meeting the 80% average, support will be provided for the teacher utilizing modeling, resources, feedback, peer observations. Scholars who are identified as Tier II will be placed in a weekly social skill group. We will track Tier 2 data in Unify and review monthly to determine effectiveness of the intervention and make changes as needed based on the data. Monthly incentives will be scheduled to celebrate our success. We will continue to utilize the Character Education traits and celebrate scholars who exemplify them during a monthly Champion Ceremony. Guidance counselor, Social worker, Behavior coach, and Behavior specialist will continue to provide guidance and social skills lessons to classes once per month. In August, staff will be provided professional development based on the teachings in the book *Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in your Classroom* by Jane Nelson, Lynn Lott and Stephen Glen.

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?

Currently we utilize the MTSS process and our internal ODS system to identify scholars who need additional supports. Woodlawn’s plan to meet the physical, social, and emotional needs of our scholars in need of more intensive supplemental support is to continue to meet as behavioral and academic MTSS teams to discuss student academic and behavior data. We look at data related to a student involving behavior, EWS, attendance, and academics when discussing the needs of students. We will use this data to assign a support designee to provide student and/or teacher with the appropriate supports and resources. Scholars who are identified as Tier II will be placed in a weekly social skill group. Data charts specific to the scholar’s need and area of intervention will be collected to determine if the intervention is successful. When reviewing the data, we make our best determination using problem solving analysis to decide if support is needed to the teacher, small groups of scholars or individual scholars. We have also developed a partnership with Chrysalis Health Services to make connections with scholars and their families based on need to receive school-based and home-based supports.

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).

Woodlawn Elementary utilizes the MTSS process and our internal ODS system to identify scholars who need additional supports. Data charts specific to the scholar’s need and area of intervention will be collected to determine if the intervention is successful. Additional data sources include attendance rate, PBS survey data, FOCUS, PCSB dashboard, EWS, Performance Matters and the district EDS (Elementary Data System). During PLCs, teachers analyze scholars’ work and various data (formative, MAPS, ST Math, iStation, etc.) based on class and subgroups. Plans are created for intervention, reteach and/or enrichment for scholars based on all the fore-mentioned data.

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?

Woodlawn Elementary’s leadership team ensures that all staff members have high expectations and plans to deliver rigorous and equitable learning opportunities for the success of all scholars by meeting with teachers and reviewing standards and lesson plans with constructive feedback. PLCs, facilitated by administration, coaches, or team leaders will be used to review data, discuss teaching strategies to increase

rigor to ensure standards-based instruction, release of responsibility, and multiple ways to assess student understanding. DIVES expectations will be implemented school-wide in addition to a focus on culturally responsive lessons.

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?	
Decrease the number of infractions by 50% from 327 to 163 by the end of the school year. We will monitor monthly for improvement as check points to measure our progress.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Building strong relationships and using positive discipline. Daily morning meetings and after lunch team building in all classes. Continue developing school-wide restorative practices.	Keiper, Graham, all teachers, Mills
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.	
Decrease the number of infractions for black scholars by 50% from 264 to 132 by the end of the school year. We will monitor monthly for improvement as check points to measure our progress.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue to implement culturally responsive social skills and lesson plans that reflect or differentiate for the learning styles of African American boys utilizing the “Bringing out the Best in Our Boys” strategies. Boys will participate in ongoing meetings for 5,000 role models and biyearly Boys Summit.	Keiper, Graham, Mills, Milor
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Decrease the number of infractions for fighting or striking by 50% from 74 to 37.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Full implementation of DIVES Guidelines and Hands Off, Learning On, AVID scholars, Foundation Builders initiatives monthly.	Keiper, Graham, Mills, Milor



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?

Collaborative planning will continue to be scheduled weekly to provide time for coaches and teachers to discuss lessons, data, and student work. To date, teachers have gained a better understanding of grade level standards- created scales for ELA and Math, utilized data to target instruction for students. We reviewed pre and post math unit data which was analyzed by standard. AVID strategies for organization and instruction have been utilized to increase scholar engagement and rigor. Looking at scholar journals across all content areas show an increase in student depth of writing and explanation of thinking.

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?

Planning is a key element of improvement as it relates to increasing rigor and scholar engagement. We need to continue to increase a student-centered approach. This would include increasing the use of high yield strategies and differentiating for the varied learners in each class. The data used to reach this conclusion includes ISM, observational and teacher evaluation along with achievement data including MAPS, pre and post math unit tests, student journals and FSA results.

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.

Woodlawn teachers, content coaches and administrators use data to measure student growth and inform instruction by using data results from MAPS, pre and post unit tests, and observational notes in PLC conversations and collaborative planning. For ELA, teachers monitor monthly Running Record, istation and standards-based formative assessments. For Math, teachers monitor monthly, ST Math, standards-based pre/post assessments, and fluency facts. Teachers also use scholar journals and artifacts to discuss and compare with standards and using rubrics to assess scholar mastery. We also provide opportunities for teachers to reflect on their instruction based on scholar data. Based on data, instructional strategies will be revised for remediation or enrichment that could be whole class, small group, or for individual scholars.

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).

Woodlawn supports scholar transition to middle school by implementing AVID organization and study skills and strategies, implementing rigorous instruction and collaborating with feeder schools to host onsite visits. We will utilize PLCs and Common Planning to ensure lessons are being developed at the rigor of the grade level standard. Monthly, we will have cross-grade level articulation for understanding of standard progression.

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?	
Incorporating AVID elementary strategies to close the achievement gap by preparing all scholars for college readiness and success in a global society	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Scholars will create individual goals which will be monitored, reviewed, and revised as needed based on their individual data. Scholars will be assessed on organizational strategies through pre and post rubrics. Review of lesson plans and review of scholar journals will be done for use of AVID strategies and follow through.	Keiper, Graham, Shotwell
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?	
LLI, Guided Reading and IRLA will be utilized to provide additional research-based small group guided reading instruction for scholars in language arts during the additional 30 minutes of daily instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Running record levels for scholars in their groups will be monitored for level of academic growth	Keiper, Graham, Shotwell
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

iReady- computer and small group after school tutoring program will be utilized as the Extended Learning/Promise Time to continue student learning beyond school time to increase student achievement in core curriculum areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is tracked through the iReady system and will be used to create small groups to drive instructional focus during tutoring.	Keiper, Graham



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.

Based on our survey results, teachers would like more feedback and need we need to ensure staff uses feedback to improve student learning- Create a schedule to provide feedback to all teachers on a regular basis, focus on teacher’s selected area for growth to give the most feedback, during PLCs, teachers will have a chance to observe each other and provide feedback, work with the leadership team to create a timeline for areas to focus on based on trend data collected through walk throughs. Teachers will be held accountable for using feedback to grow in their practice.

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 schedule committee worked to develop a schedule that includes weekly PLCs and weekly collaborative planning for all teachers. Once a week, we will rotate specials to the end of the day in order for teachers to have 75 minutes of collaborative team planning. Our leadership team will be revising our PLC process to ensure discussions are data-driven, time is included to look at scholar work, and instructional strategies can be shared.

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?

AVID Elementary- we have seen an increase in student organization, positive focus on scholarly behaviors, increase in reflective practices by students- we will continue to send teachers to the summer training to strengthen our site-based team and continue to increase our use of AVID strategies. Our site-based AVID team will provide on-going training to staff during monthly curriculum meetings, weekly updates, and online staff resource site.

Trauma Training- awareness of possible student personal lives, we held a book study Connecting with Students. We will continue to increase awareness and ways to support all the needs of our scholars through Restorative Practices and PD from SEDNET.

Marzano- increase in student achievement and standards-based lesson development- continue our focus on the high-yield strategies

Closing the Attitude Gap and Discipline Disparity Discussions- awareness of self and effect on students, strategies for connecting to students- continue this discussion with a further focus on Restorative Practices

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

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practices and Discipline Disparity	Pre-school and through the year	All	Decrease in suspensions and time out of class for behaviors
AVID Elementary	Summer and throughout the school year	All	Increase in rigor and engagement
Personalized Learning	Planning over the year	Committee of teacher representatives	Increase in rigor and engagement
Bringing Out the Best in Our Boys	Pre-school and through the year	All	Increase in achievement of boys and decrease in referrals for boys
LLI, Guided Reading, Numours, IRLA	August	New to WES, grade changes	100% of teachers follow Intervention programs to increase student reading achievement data.



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).

Data shows that we need to ensure all school personnel regularly engage families in their children’s learning progress. We will schedule informational sessions related to curriculum and assessment as part of parent and family events. We will require 3 parent/teacher conferences and will meet the needs of parents in regards to time and location. One of the conferences will be student-led and planned for students to show their progress on grade level standards. Data also indicates the need to provide more communication regarding Title I input, support and events. We will utilize all communication tools- School Messenger, email, Facebook, in person, agendas, and flyers to share Title I information. We will also have SAC meetings in the morning and evening to accommodate our working parents.

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

At all parent events, we provide parents with resources that can be used at home to support their student learning. SIP Goal Teams will use current data and parent feedback to determine the critical content needed to share at each family event. This year, we will break up or events even more from primary/intermediate to grade level specific presentations and support.

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input 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

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: 75% of parents will participate in a teacher conference	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Scheduling time for conferences to be held (varied times, time frame for conference cycles, logs submitted)	Keiper, Graham, teachers
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: Identify and invite the parents of students outside of 2 miles of the school to conferences and parent workshops for academics and parenting/behavior trainings at a close to home venue	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Personal phone calls and in person contact via home visits	Teachers, support team
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: Increase the number of mentors from 7 to 40	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Attend community events and visit local businesses	Keiper, Graham, Whitton

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?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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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: Shotwell
100% of scholars will make at least one year’s growth as determined by the Spring ELA FSA in grades 4 and 5, and by MAPS in grades K-3.	
60% or more of scholars in grades 3-5 will demonstrate proficiency on the Spring ELA FSA	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Targeted Data Driven Instruction- Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction: Scales will be used to monitor class and individual data in relation to the standards and ensure focused instruction.	MAPS will be used to progress monitor students toward the goal

<p>Students in grades 2-5 will utilize self-monitoring tools to track their understanding of the standards. The Curriculum Specialist (Title I) will support teachers in their monitoring toward the standard. Teachers will utilize the LSI Standard Tracker to monitor overall progress towards standard mastery. Teachers meet in PLCs weekly to analyze data, use protocols for looking at student work, and to plan for instruction based on the data. Based on the data discussions at PLC, instructional practices will be modified as needed. Students will be targeted based on data for all additional groups and extended learning opportunities.</p>	<p>Classroom monitoring data will be used to track student achievement towards standards</p> <p>LSI Standard Tracker will be utilized to monitor standards proficiency</p>
<p>Increase fidelity of engagement strategies- Teachers use Boys’ Study research and culturally responsive instruction when planning and implementing lesson plans:</p> <p>Lesson plans including opportunities for 6Ms, connect physical movement with learning, and use technology to engage scholars. Lesson Plan review protocols will be used in PLCs for teachers to ensure lesson plans are aligned with established content standards and effective strategies. Teachers will receive support to embed technology through use of Smart boards and Ipads with a focus on use of Nearpod (Title I). As part of the Bringing Out the Best on Our Boys initiative, additional targeted instructional strategies will be embedded into the curriculum. Monthly trainings will focus on implementing instructional strategies and student engagement.</p>	<p>Walkthrough data will be used to monitor fidelity of instructional practices and levels of engagement</p> <p>Nearpod usage data will be tracked and analyzed in relation to MAPS</p>

Mathematics Goal	Goal Manager:
<p>100% of scholars will make at least one year’s growth as determined by the Spring Math FSA for grades 4 and 5, and by MAPS for grades K-3.</p>	
<p>60% or more of students in grades 3-5 will demonstrate proficiency on the Spring Math FSA.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Targeted Data Driven Instruction- Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction:</p> <p>Scales will be used to monitor class and individual data in relation to the standards and ensure focused instruction. Students in grades 2-5 will utilize self-monitoring tools to track their understanding of the standards. The Curriculum Specialist (Title I) will support teachers in their monitoring toward the standard. Teachers meet in PLCs weekly to analyze</p>	<p>MAPS will be used to progress monitor students toward the goal</p> <p>Math facts progress monitoring will be used to track student fluency</p> <p>ST Math data will be used to track syllabus progress</p>

<p>data, use protocols for looking at student work, and to plan for instruction based on the data.</p> <p>Monthly ST Math data will be reviewed to track students' progress. Additional support will be provided in small group lessons to students based on the area in which they show the need. Monthly Facts data will be collected to target students needing additional fluency instruction and/or practice. Based on the data discussions at PLC, instructional practices will be modified as needed. Students will be targeted based on data for all additional groups and extended learning opportunities.</p>	<p>Classroom monitoring data will be used to track student achievement on standards</p> <p>Pre/post tests will be monitored for each unit and analyzed by standard</p>
<p>Increase fidelity of engagement strategies- Teachers use Boys' Study research and culturally responsive instruction when planning and implementing lesson plans:</p> <p>Lesson plans including opportunities for 6Ms, connect physical movement with learning, and use technology to engage scholars. Lesson Plan review protocols will be used in PLCs for teachers to ensure lesson plans are aligned with established content standards. Teachers will receive support to embed technology through use of Smart boards and Ipads with a focus on Nearpod (Title I). As part of the Bringing Out the Best on Our Boys initiative, additional targeted instructional strategies will be embedded into the curriculum. Based on walkthrough trends, additional training and support will be provided individually, by grade level, or whole-school by the Curriculum Specialist (Title I).</p>	<p>Walkthrough data will be used to monitor fidelity of instructional practices</p> <p>Pre/post tests will be monitored for each unit and analyzed by standard</p>

Science Goal	Goal Manager:
<p>60% or more of students in 5th grade will demonstrate proficiency on the Spring Science SSA.</p>	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Increase fidelity of engagement strategies- Teachers use Boys' Study research and culturally responsive instruction when planning and implementing lesson plans:</p> <p>Monthly trainings will focus on implementing instructional strategies and student engagement. Lesson Plan review protocols will be used in PLCs for teachers to ensure lesson plans are aligned with established content standards. Science journals will be used with fidelity- students will reflect, take notes, and explain their understanding of concepts. Students in grades 2-5 will participate in Science Lab activities. Routine practice for students in the use of the Science Learning Activity Guides will be a component of the science notebook process for grades 3-5. Scholars will complete a pre-assessment and a post assessment to identify trends in data to support additional</p>	<p>Common assessment data will be used to monitor student progress</p> <p>Pre/post lab assessments will be monitored and analyzed</p> <p>Walkthrough data will be used to monitor fidelity of instructional practices</p> <p>Beginning of the year and midyear diagnostic assessment data will be used to inform, plan and differentiate instruction</p>

<p>intervention in science. The pre/post quiz data along with the 5th grade diagnostic assessment will be used to identify key vocabulary to be used during the vocabulary gaming weeks. Coach support will be provided for teachers in understanding the rigor of the new language in the description of the 10-70-20% routine. Teachers will receive support to embed technology through use of Smart boards and Ipads with a focus on Nearpod (Title I). As part of the Bringing Out the Best on Our Boys initiative, additional targeted instructional strategies will be embedded into the curriculum.</p>	<p>Science Learning Activity Guides will be used to progress monitor students</p> <p>SLAG pre/post assessments will be used to monitor student growth</p> <p>Student final reflection rubrics will be used for monitoring student progress</p>
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Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School Goal	Goal Manager: Bennett Smith
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>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.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition.</p>	<p>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.</p>

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

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

Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Vickie Graham
<p>60% of Black students in grades 3-5 will score Level 3 or above on the Spring ELA FSA 100% of Black students in grades 4-5 will demonstrate learning gains on the Spring ELA FSA 60% of Black students in grades 3-5 will score Level 3 or above on the Spring Math FSA 100% of Black students in grades 4-5 will demonstrate learning gains on the Spring Math FSA</p>	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Additional support will be offered through our extended learning programs and school programs based on data and for identified black students that will include tutoring, mentoring, and character development. (Title I) Our boys will participate in Summits throughout the year that focus on team building and being a positive role model in the community.	<p>Promise Time data will be reviewed and analyzed for targeted need of students</p> <p>Data will be compared for students participating in programs to those that do not</p>
Instructional staff will participate in Equity PD to expand their knowledge of effective instructional strategies. Administrators will monitor for implementation of the strategies learned through walk throughs and monitoring lesson plans. (Title I) We will continue our school-wide disparity discussion and utilize strategies from various authors including Christopher Emdin and Baruti Kafele. As part of the Bringing Out the Best on Our Boys initiative, additional targeted instructional strategies will be embedded into the curriculum.	<p>Walkthrough data will be used to monitor fidelity of instructional practices</p> <p>All school data will be disaggregated and analyzed based on race and gender.</p>

Subgroup Goal (ELL)	Goal Manager:
Place goal statement here.	

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

Subgroup Goal (ESE)	Goal Manager: Kaitlin Tinney
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<p>60% of ESE students in grades 3-5 will score Level 3 or above on the Spring ELA FSA 100% of ESE students in grades 4-5 will demonstrate learning gains on the Spring ELA FSA 60% of ESE students in grades 3-5 will score Level 3 or above on the Spring Math FSA 100% of ESE students in grades 4-5 will demonstrate learning gains on the Spring Math FSA</p>

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Additional differentiation for small group instruction in ELA including LLI, IRLA and Ispire, invite students to ELP that is tailored to their need and interest, utilize high-interest and culturally relevant materials	Walk through data will be used to monitor curriculum RR and conferring notes will be monitored
Additional differentiation for small group instruction in Math, utilize MFAS tasks, increase use of math journals with student reflections	Walk through data will be used to monitor curriculum Journals will be monitored

Subgroup Goal (Gender Gap) Enter Goal Name	Goal Manager: Tammy Keiper
To close the achievement gap between males and females in grades 3-5 based on FSA	

Actions / Activities in Support of Goal	Evidence to Measure Success
Utilize the Gender Equity Self-Assessment to set grade level goals and specific action plans towards based on data and observations	Specific strategies will be evident in lesson plans and observations
Increase school-wide reading resources to engage scholars, MyOn, Boys Topics, magazines, etc.	Increase in independent reading based on observation to be measured by running record growth
Increase school-wide availability of flexible seating	Increased engagement based on observational data of scholars utilizing flexible seating options

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)				22	25			47	
Students with excessive absences / below 90 %	15	8	11	13	16			69	
Students with excessive behavior / discipline**	3	5	6	10	5			29	
Students with excessive course failures**	0	9	19	21	24			73	
Students exhibiting two or more Early Warning indicators	3	0	0	4	7			14	

*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.	
Students missing 10% or more will decrease from 17% to 10% by the end of the year.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
The number of daily tardies, absences and early releases will be displayed as learning interrupted or missed to further emphasize the importance of being at school for the entire learning time. Personal calls and reminders will be made to students consistently tardy or released early.	Daily data is recorded and monitored for improvement	

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EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Goal: Decrease the number of referrals for fighting or striking from 50 to 25 by the end of the 2017-18 school year		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Full implementation of DIVES Guidelines and Hands Off, Learning On, AVID scholars, Foundation Builders initiatives monthly.		Tracking process for AVID Scholars and Foundation Builders outweigh referrals
Monthly incentives for all students without referrals and an average of 8-10 on school tracking system		Increase in students attending no referral events and students with an average of 8-10

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

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.

Our ODS database is used to monitor all Core and Tier data for behavior. Performance Matters and EDS is used to monitor all Core data for academics. The SBLT, behavior team, administration and grade level teams review this data. During weekly PLCs, data discussions occur to identify areas of strength and weakness. After each testing cycle, TDEs are provided for further in depth data discussion with opportunities for core development or Tier changes. All students receive differentiated ELA small groups based on their level during the first hour of the day. Running Records are used to track student growth of these groups. During PLCs, data and student work is reviewed to ensure differentiated lessons are created to meet student needs. Utilizing ST Math and Istation reports provides a way to track individual student progress and areas needed for support and skill groups are created. Based on students’ formal assessment scores, students are invited to Promise Time focusing on Math and Reading intervention beyond the school day. We will utilize Unify for tracking of scholars in Tier 1 and Tier 2 for academics and behavior.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Students participating in extended learning and intervention groups will make a year of learning gains based on formal state or district assessments.	

Actions / Activities in Support of Goal	Evidence to Measure Success
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Promise Time- Utilize IReady for computer and small group intervention in Reading and Math to provide additional instructional time beyond the classroom (Title I)	IReady data is used to track progress
For the first hour of the day, all classes will have an additional instructional staff member in their room to provide 30 minutes of intervention support utilizing guided reading, LLI or repeated reading routines. (Title I) The teacher will work with 2-3 groups during this time.	Running record data is used to track progress

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	30	% with advanced degrees	28.6
% receiving effective rating or higher		% first-year teachers	16.6
% highly qualified (HQT)*	100	% with 1-5 years of experience	43.3
% certified in-field**	100	% with 6-14 years of experience	23.3
% ESOL endorsed	57.1	% with 15 or more years of experience	16.6

*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 have a two-year site-based mentor program for all new and new-to-the-school teachers. Monthly meetings are held prior to the curriculum training to provide a more intense preview of the content to be discussed. Site-based training is done based on teacher need and support is provided for curriculum, behavior management, and technology. There is team planning time scheduled within the school day to provide 75 minutes for teams to support each other and meet with the academic coaches. We will seek support from the District Talent Recruitment department to help increase the number of black and Hispanic teachers on campus.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Katherine	Whitton	White	Parent
Brenda	Billue	Black	Parent
Yohotoshi	Rumph	Multi	Parent
Valerie	Smith	White	Parent
Tammy	Keiper	White	Principal
Angela	Woodall	White	Parent
Andrea	Krietemeyer	White	Parent
Rachel	Villarreal	Hispanic	Parent
Carlos	Daniels	Black	Business/Community
Dolores	Applegarth	Asian	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
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		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

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

<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: 8/30/2017
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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: Jacquelyn Shotwell
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Please state the days / intervals that your team meets below.

We meet every Tuesday at 11am

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.

SAC funds available \$1829

Funds will be used to ensure teachers are fully trained on initiatives by providing TDEs, stipends for attending afterschool trainings, and training resources

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