



# School Improvement Plan 2017-18

## Brooker Creek Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Jennifer Mekler	<b>SAC Chair:</b> Debbie Jones
-----------------------------------	--------------------------------

<b>School Vision</b>	100% student success
----------------------	----------------------

<b>School Mission</b>	Enable students to make a year's worth of academic growth in reading, writing, math, and science.
-----------------------	---

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
568	4.9	1.0	4.6	2.5	86.9	.2

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> A	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	85	83	82	87	84	87						
Learning Gains All	71	66	71	66								
Learning Gains L25%	55	61	60	56								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Jennifer	Mekler	FT	1-3 years
Assistant Principal	Abby	Cannata	FT	1-3 years
School Counselor	Toniann	Prillhart	FT	4-10 years
LMT	Danielle	Gabbert	FT	11-20 years
Teacher	Sarah	Bailey	FT	4-10 years
Teacher	Amy	Tassone	FT	11-20 years
Teacher	Patricia	Spiers	FT	11-20 years
Teacher	Sharon	Clifford	FT	1-3 years
Teacher	Rome	Fecarotta	FT	1-3 years
Teacher	Susan	Hickman	FT	11-20 years
Teacher	Steven	Ross	FT	4-10 years

Total Instructional Staff:	45	Total Support Staff:	22
----------------------------	----	----------------------	----



# 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).

Our school wide behavior systems focuses on the whole child by providing a consistent structure of school wide expectations and incorporates positive supports and CHAMPS strategies. Brooker Creek expects that all students are provided a safe, secure, and healthy learning environment by implementing school-wide expectations posted in high traffic areas including hallways, Media Center and cafeteria and are included in classroom behavior systems. Students are taught the expectations at the beginning of the year and teachers review them throughout the school year. School-wide expectations are to follow that Bobcats ROAR (Responsible, Optimistic, Always Determined, and Respectful). School-wide expectations are taught through the classroom teacher and reviewed through Guidance lessons delivered from our School Counselor. Students are given a consequence, such as changing their daily color, for not following classroom and school-wide expectations. Students are also provided with rewards/incentives for standing out as leaders when they comply or go above and beyond to follow the expectations. Students receive “Gold Notes” for going above expectation in one of the ROAR categories. Any staff member can reward a student with a Gold Note. The student’s behavior/task is recorded on the Gold Note. The student then gets to go to the office at the end of the day to have either the Principal or Assistant Principal sign and celebrate their Gold Notes. The student gets to pick a prize after they have been celebrated with administration. Progressive Discipline steps are in place for students. A school process is in place for disciplinary needs that is progressive in nature. Teachers are made aware of this progressive process at the start of every school year. Behavior expectations are revisited throughout the school year in all areas.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

School -wide expectations are shared through multiple methods such as faculty meetings and PLC meetings. A “priority” behavior system was created to assist teachers in following the systematic approach to the progressive discipline practices. Administrators will be introducing the new ROAR expectations to students by grade levels, with teachers present, during the first week of school. Teachers are expected to teach, model, and remind students of the school-wide expectations. The school ensures that expectations are implemented equitably in the handling of student behavior by reviewing classroom and school-wide expectations with students when students come to the office. Administration monitors implementation by conducting walk-throughs and classroom observations. If a re-occurring behavior is associated with a specific student, the MTSS team reviews the information to provide supports for the student and the classroom teacher. MTSS team also reviews student conduct communicated through report cards. Administrators have also worked with teams so that they create a common rubric for conduct within the grade level to create consistency between classrooms. Positive Behavioral Interventions and Support or PBIS is the cornerstone to our school wide and classroom management program. It also includes a process for teaching the expectations to all students and that all expectations are rooted in data. Once expectations have been taught, it is essential to observe classroom behavior to make adjustments or differentiate as needed to support all students. We will also introduce restorative circles with the addition of morning meetings in each classroom. This restorative practice will assist in building in the social emotional learning for students to be successful both inside and outside of the classroom.

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.

Our school has implemented the following steps to ensure a seamless MTSS support system: classroom teachers provide students character education instruction, as well as, our School Counselor through Classroom Guidance Lessons. Small group support is also provided based on student need. Social/emotional learning remains an area of focus for the upcoming school year so that we can provide site based PD to address the needs of students and how to infuse that support into the classroom. A school wide behavior plan is also in place that aligns classroom practices to school wide expectations. A priority system has been established to assist teachers in following a systematic approach to the progressive discipline practices. This plan has been in place for several years and our referral rate has dropped while classroom supports prior to referral have increased. Our MTSS team has created processes to help identify and guide students in all levels of the tiered system. Teachers complete a form when an area of concern arises, academically or behaviorally. The MTSS team reviews grade level PLC notes to identify students of academic and/or behavioral concern. Teachers are provided with next steps from a member of the MTSS team. Teachers must collect data over 4-6 weeks in an effort to collect data points to create a trend line to determine student needs and appropriate interventions. An observation is completed by the School Psychologist or the School Social Worker. A meeting is held after the trend line has been created. The teacher continues to collect data using new strategies and interventions with the student for an additional 4-6 weeks. At the end of data collection, another meeting is held to determine future steps (PBIP, ESE, etc)

The MTSS calendar is scheduled in a way that both academic and behavior data is systematically reviewed and instructional decisions are made. Academic data is reviewed in a variety of ways. To monitor the alignment of the data and its reflection on instruction, we review T1 data systematically. This information includes review of all report card data for each quarter, review of teacher grade books, district assessment data and any formative assessment data. Based on the T1 data, students are discussed with respect to T2 and T3 supports. Student data of those already receiving T2/T3 supports is also reviewed weekly to monitor their progress in closing the achievement gap between them and their grade level peers Data chats with grade levels and individual teachers are held systematically throughout the school year to review current trends and make any changes to instructional delivery. At the start of the school year grade level teams are asked to create a rubric as it pertains to conduct grades. The rubric helps to ensure alignment with behavior expectations within the grade level and assists the MTSS team when reviewing trends in behavior based on the systematic review of data, students are identified as needing further support and interventions are discussed. When students are identified, a meeting is held with the teacher to discuss the student in more detail and develop a support plan.

**Data-Based Problem Solving**

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

Based on surveys, Student Services Needs Assessment, school wide behavioral data, and classroom data, the Student Services Team determine the needs of Tier 2 and/or Tier 3 physical, social, and emotional health needs. Within Tier 2, the Student Services team implements small groups or individual counseling in an effort to address the needs of students with intensive supports in physical, social, and/or emotional needs. As mentioned above, data is collected and reviewed with fidelity on a weekly basis. Students can receive support in LLI, small groups, or one-on-one. Through site based PD we work in depth with high-yield strategies to keep students engaged in content. With the introduction and implementation of Restorative Practice circles in classrooms we will meet the social/emotional needs of students so they can better focus on instruction. Mentorships are set up throughout the year with faculty and community mentors. The guidance counselor provides monthly lessons that focus on multiple areas.

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 MTSS team monitors student progress by reviewing data in Focus, EDS, Baseball Card, Unify, and Performance Matters. Through a variety of data sources the MTSS team reviews student progress in multiple areas. Report card data is used to monitor proficiency on grade level standards, systematic review of teacher grade books, and data chats with grade levels/individual teachers is used to monitor how each student is performing and if they are on target to meet the standards. The school dashboard is used to monitor attendance, discipline referrals and results on district common assessments. Analysis of these data sources shows an alignment in performance, strength in the teachers’ instructional delivery and proficiency rates of grade level standards. From these sources, we are able to view data from PMP’s, Common Assessments, Portfolios, Running Records, Classroom Grades, SAT10, and FSA. The MTSS team reviews Tier2/3 student data to look for gaps to be able to implement new strategies and interventions that may be needed. If new strategies and interventions are not successful, the MTSS team continues to monitor, review, and adjust interventions to find what will best serve each individual student.

**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?

Our school leadership ensures that all staff members have high expectations by attending grade-level and vertical PLC’s, conducting regular walk-throughs and observations, implementing data chats, relaying feedback to teachers from ISM visits, providing Professional Development relative to teacher’s needs, providing Just in Time coaches to co-teach and model lessons, and communicating District expectations at faculty meetings that has been learned from Learning Specialist meetings and Principal meetings. The school administrators also monitor the rigor of learning opportunities through weekly visitations of classrooms, review of student work and review of teacher grade books. Through monthly site based PD we will continue to focus on student work and whether or not what we are asking students to do meet the demands of the standards. Teachers are provided with matched Professional Development to address any struggle they may be having with differentiation so that they can effectively meet the needs of all learners.

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

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: By May of 2018, develop a Shared Leadership approach through our SBLT for more collaboration and decision making with respect to school-wide initiatives as measured by Advanced ED surveys.	Name of person(s) responsible Jennifer Mekler Abby Cannata SBLT
Monthly meetings with this team to discuss school wide initiatives and gain a greater perspective on current issues.	
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: By May of 2018, work to close the academic gap of proficiency between ESE and non-ESE students and black and non-black students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Embed culturally responsive instructional strategies and restorative practices. Provide professional development to all teachers using the Early Warning Reports.	Jennifer Mekler Abby Cannata Teachers Student Service Team

Through systematic data chats and observation with feedback we will monitor the fidelity and progress in closing the equity gap. Monthly PD to include best practices for differentiated support.	
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Standards-Based Instruction for Learning

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

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

Structures have been designed to support collaborative work of teachers and staff. We have created master schedule that allows for grade levels to have common planning time. Meeting schedules have been designed to provide teachers with weekly planning time and bimonthly PLCs. Professional development has been planned for the year based on whole school needs and interests to support increasing academic rigor and aligning instruction to standards. Feedback is given to teachers regularly focusing around data, classroom observations (both informal and formal) and student engagement. We have seen consistent growth in the application of goals and scales school wide and increase in student ownership and understanding of their current levels of performance as it relates to the learning scale.

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 main key area for improvement at Brooker Creek is guaranteeing alignment of standards, learning targets and instructional tasks. As teachers are working to unpack standards and grow their understanding of the depth of the standard we have found that the level of the instructional task is not always in alignment to the level of demand in the standard. Through lesson plan review and classroom walkthroughs it is evident that teachers are working to address this misalignment. When we review classroom grades in comparison to district and state assessments we know we have more work to do to continuing to address this issue. Administration will monitor modules by referencing the District At-A-Glance as we observe classrooms. We have reviewed data from Performance Matters, PMP’s, PLC notes, and student data through MTSS meetings.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use a variety of data sources to measure student growth. Through PLC’s they compare unit data and student performance. They also use formative assessment data within their classrooms which includes proficiency toward the learning goals with the use of classroom scales. Through grade level data chats, report card alignment is shared and grade level proficiency with respect to the district common assessments. Instructional decisions are made based on their weekly review and discussion of grade level data when planning for the next week of instruction.

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).

Brooker Creek supports all students in reaching grade level proficiency by monitoring students' grade level performance. Student's data and information are reviewed at MTSS meetings bi-monthly to ensure students are receiving interventions and supports needed to reach grade level so they are prepared for their next academic year. BCE also does end of the year preparedness for the next grade level. In conjunction with our PTA, fifth grade teachers and our school guidance counselor host a Middle School Night and a Middle School Preview with middle school staff members for all 5<sup>th</sup> grade students in an effort to provide students the opportunity to ask questions and alleviate any concerns they may have regarding the transition to middle school. During the year, VPK teachers articulate with Kindergarten teachers about student learning. We would also like to include our local private VPK sites in scheduled articulation with our Kindergarten teachers to broaden our horizons as well as working with the middle schools to get feedback on our students preparedness as they make the transition to 6<sup>th</sup> grade.

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

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase alignment of standards to learning task and learning target. The EQUIP rubric will be used across all grade levels to examine student work to ensure the appropriate level required for the standard (meeting the demands of the standard).	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Grade level EQUIP training for use of the protocol to study student work. Review of teacher lesson plans, student work, classroom observations and teacher grade books.	Jennifer Mekler Abby Cannata
<b>Goal 2:</b> What is another 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?	
Effective use of small group instruction to differentiate learning during the identified intervention blocks with an increased focus on the enrichment for high performing students to increase the rigor of their work.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Progress monitoring data, classroom assessments, report card grades and district assessments, as well as walk through feedback.	Jennifer Mekler Abby Cannata
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



**Collaboration for Professional Growth**

Connections:

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

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

Through a review of our climate survey an area of focus was to provide more opportunities for stakeholders to be involved in the school. Based on this feedback we are working with the Leadership Team to be more involved with school wide decision making with a focus on the whole school. This team has representation of every area of our school and therefore all stakeholders would be involved in decision making opportunities.

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 master schedule is created to give every team a common planning time every day of the week. This time is used for collaboration and review of student data. We also have altered our school based meeting schedule to stream line school based meetings therefor increasing the time available for teachers to collaborate. In addition to our Master Schedule, each team is given a day of planning and TDE’s are paid for out of school funds. This day of planning gives teams time to lay out a long term scope and sequence of their work. The scheduling of the TDE is split into one ½ day in the Fall and a ½ in the 3<sup>rd</sup> quarter. This will ensure that teachers have that data to reflect on when addressing changes to the instructional delivery.

**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?

The focus area of PD over last year has centered on exploring mindset and developing a growth mindset in ourselves and our students. We have seen a shift in how teachers and students are viewing learning opportunities. We will continue to work on mindset as we work to increase the rigor in the classroom and increase student autonomy. Work has also been done with an emphasis on goals and scales in relation to the standards. It became very transparent that student autonomy needed to increase so that students were able to be more responsible for their personal learning.

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

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practice	Summer	RP team	The RP team will work to address our school wide behavior plan to include restorative practices.
Number Talks	Pre-school	All Math teachers	Increase proficiency rates in all learners in math as measured by MAP



Reading Units of Study	Pre-school	Kindergarten – 2 <sup>nd</sup> grade teachers	Increase in ELA proficiency rates of all learners.
MTLI	Monthly	MLTI team	Increase in Math proficiency rates of all learners.
Equip Rubric Training	1 <sup>st</sup> Quarter	All teachers	That all student work will reflect the depth to meet the demands of the standards being taught.
Differentiated Support through interventions	Quarterly	All teachers	Increase teacher knowledge in research based interventions so that they are utilized with fidelity and matched to student needs. Also, enrichment opportunities through the intervention schedule to support high performing students.
Collaborative Cohort learning walks	Quarterly	SBLT	Through a partnership with Ozona and Sutherland, each school will create instructional teams and use the framework utilized by the Council for Educational Leadership to build on strengths across the 3 schools through actionable feedback related to the school focus.



## 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).

Through a review of our climate survey an area of growth centers around each child having at least one adult advocate in the school. An assumption is made that this feedback means an advocate beyond the classroom teacher. Our goal is to continue to expand our school based mentorship opportunities to members of our community through business partnerships and a parent volunteer base. While our family participation is high at school wide events, we would like to offer a BCE Parent University where our school staff provides learning opportunities for our families.

**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 numerous opportunities throughout the school year for parents to come and speak to their students’ teachers; we also have parent nights where we have workshops for parents such as “Get Organized in Middle School.” where we showcase academic strategies. We have a night where we review

testing cycles and provide examples of questions that will be on the test. There is a weekly School messenger call to keep parents informed and the website is update weekly for families and the community. Each grade level holds evening conferences for families to attend so they can explain the expectations and show them how to understand and interpret the data they have and will see. School wide data trends are shared with our SAC at our monthly meetings. A next step will be for us to host a BCE Parent University to support the home/school partnership.

**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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

**Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: To continue promoting and offering events for families to link efforts to student learning outcomes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue monthly events inviting family and community members to participate in that link the event to student learning outcomes (reading night, arts night, PE night, middle school night)	Jennifer Mekler Abby Cannata Jennifer Jajuga
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To provide multiple opportunities throughout the school year for families to build a stronger relationship with the school	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Book talk with the principal covering the book, Mindset for Parents, creation of a “family corner” to access resources and host a BCE Parent University.	Jennifer Mekler Abby Cannata Jennifer Jajuga
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	

Brooker Creek will continue to build upon the community involvement practices currently in place by seeking other ways to partner with our community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Keep Pinellas Beautiful project, Astronomy, Running Club Continue to grow relationship with East Lake Library help parents work with their young readers at home.	Jennifer Mekler Abby Cannata Jennifer Jajuga

## 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"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	Content Area & <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	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.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Jenn Mekler and Abby Cannata
By May of 2018, 90% of all students in grades 3-5 will meet or exceed proficiency standards as measured by the 2018 Florida Standards Assessment.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Use diagnostic data to differentiate and scaffold instruction with matched interventions to meet the varied learning needs of all students. Implementation of Reading Units of Study in K-2 Regularly assess students using formative measures to adjust instruction and provide timely, targeted and actionable feedback to students. Engage in the examination of student work using the EQUIP Rubric	ELA MAP Assessments T2 & T3 progress monitoring data Systematic schedule of Running Records Istation data Formative Assessment data Student Work Samples Quarterly Report Cards Observation with feedback
Implementation of morning meetings in each classroom to establish a positive classroom community with an emphasis on learning	Classroom observations

<b>Mathematics Goal</b>	<b>Goal Manager: Jenn Mekler and Abby Cannata</b>	
By May of 2018, 90% of all students in grades 3-5 will meet or exceed proficiency standards as measured by the 2018 Florida Standards Assessment.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
Use diagnostic data to differentiate and scaffold instruction with matched interventions to meet the varied learning needs of all students. Regularly assess students using formative measures to adjust instruction to meet student learning needs. Engage in the examination of student work using the EQUIP Rubric Increase math content knowledge of all teachers through purposeful and scheduled site based/district professional development including participation in the Math Teacher Leadership Institute (MTLI). Incorporate Number Talks strategies across all grades K-5.	Math Map Assessments Pre/Post tests per unit Formative Assessment data to include the Standards Tracker tool in the pilot classrooms ST Math reports T2 & T3 progress monitoring data Quarterly Report Cards with feedback Student work samples Number Talks training and materials provided during preschool. Observation with feedback.	
Implementation of morning meetings in each classroom to establish a positive classroom community with an emphasis on learning	Classroom observations	

<b>Science Goal</b>	<b>Goal Manager: Jenn Mekler and Abby Cannata</b>	
By May of 2018, 90% of students in Grade 5 will meet or exceed proficiency standards as measured by the 2018 NGSSS standardized assessment.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Use data to differentiate and scaffold instruction to meet the varied learning needs of all students Implementation of the Science Lab Regularly assess students using SLAGS/Success Criteria Engage in examination of student work using the EQUIP Rubric	Science Notebooks Unit Assessments SLAGS/Success Criteria District Common Assessments Observation with feedback	
Implementation of morning meetings in each classroom to establish a positive classroom community with an emphasis on learning.	Classroom observation	

**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.

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

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

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

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
Place goal statement here.	

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

Subgroup Goal (ESE)	Goal Manager: Jenn Mekler/Abby Cannata
By May of 2018, 80% of our ESE students in grades 3-5 will meet or exceed proficiency standards as measured by the 2018 Florida Standards Assessment.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Implement use of IRLA  Use of diagnostic data to differentiate and scaffold instruction with matched interventions to meet all student needs  Use of data from formative measures to adjust instruction to meet student needs  Build schedule to support the inclusion of ESE teachers into the collaborative planning blocks	IRLA ELA MAP Assessments Running Records Pre/Post unit assessments Formative Assessments Quarterly Report Cards Observation with feedback

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

Actions / Activities in Support of Goal	Evidence to Measure Success

**Early Warning Systems (EWS) -- Data and 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)			1	3	4			8	1.5%
Students with excessive absences / below 90 %	6	3	1	0	5			15	3%
Students with excessive behavior / discipline**	0	0	0	0	0			0	0%
Students with excessive course failures**		1	3	5	0			9	1.5%
Students exhibiting two or more Early Warning indicators	0	0	0	5	0			5	>1%

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

 **EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
By May of 2018, decrease the number of students missing 10% or more of school to 5% as measured by CST reports.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Bi-monthly CST meetings Problem solving to determine the most common reasons/barriers that are causing our students to miss school  Develop and implement interventions that target identified reasons/barriers  Match a mentor with students who are chronically absent  Engage families in attendance related activities  Involve social worker in working with families to get students at school/hold attendance meeting with parent and student		Monthly attendance reports

 **EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Place goal statement here.		
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>	

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

**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.

Many data sources are used to determine the instructional needs of students. Through these varied data sources such as MAP Assessments, OPM of given interventions, classroom assessments and performance in extended learning opportunities. Based on this data teachers make the necessary adjustments to their instruction and document those changes in their lesson plans. Intervention groups are changed according to student performance data, interventions are also reviewed systematically and/or changed to address specific learning needs.

<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Goal: By May of 2018, 80% of students participating in extended learning programs will meet or exceed proficiency standards as measured by the 2018 Florida Standards Assessment.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Develop remediation/enrichment opportunities beyond the required school day based on student needs as evidenced through the data review.	District Assessments Quarterly Report Cards Formative Assessments Progress monitoring data of ELP groups

**Section 3 – Required Items / Resources**



### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	41	% with advanced degrees	30%
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100%	% with 1-5 years of experience	19.5%
% certified in-field**	100%	% with 6-14 years of experience	22%
% ESOL endorsed	52.5%	% with 15 or more years of experience	58.5%

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

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.

Stringent interview process with “Highly Effective” criteria. The interview process is by committee with a cross representation of staff. A school based orientation is given to all new employees through the administrators to acclimate new personnel to our school and share framework for layers of support. Site based mentors are assigned to each new teacher. Site based mentors are selected to better serve the differing needs of grade levels. They will provide operational as well as curriculum/classroom support. Three site based mentors have been identified for the 2017-2018 school year. Site based mentors will meet with new teachers on a consistent schedule and will conduct various activities to provide training and support. Consistent and substantive feedback will be given through administrators/mentors that will assist in developing and refining the professional growth plan for new teachers throughout the school year. Staff input is received on school wide needs and that input is utilized to maintain a positive culture and high staff morale.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Debbie	Jones	White	Parent
Carolina	Jantac	Hispanic	Parent
Jennifer	Mekler	White	Principal
Abby	Cannata	White	Other Instructional Employee
Phyllis	Divilio	White	Support Employee
Jim	Hickman	White	Business/Community
John	Sykes	White	Business/Community
Sue	Abrams	White	Parent
Kelly	Ford	White	Parent
Suzanne	Fulmer	White	Teacher
Patty	Spiers	White	Teacher
Jamie	Hegeman	White	Parent
Micah	Ouellette	White	Parent
Krista	Millian	White	Parent
Audrey	Hawk	White	Parent
Danielle	Gabbert	White	Other Instructional Employee
		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 (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?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/25/2017
---	-----------------------------	------------------------------------

**SBLT / MTSS Leadership Team**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Toniann Prillhart
---	-----------------------------	--------------------------------

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

Every Tuesday when our Student Services team is present

**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.

Purchasing of books and supplemental materials to support Number Talks and ELA training . TDE's will also be used to visit model classrooms to see implementation as well as for long term planning (\$3,000). Supplement classroom libraries to support high engagement reading opportunities in literacy. (\$3,000)