



School Improvement Plan 2017-18

Madeira Beach Fundamental

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Chris Ateek	SAC Chair: Eric Ladjimi
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School Vision	100% Student Success
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School Mission	Madeira Beach Fundamental will provide a rigorous student-centered learning environment to ensure 100% student success by working collaboratively with all faculty, staff, and community stakeholders.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1363	4.4%	2.4%	10.2%	3.2%	79%	0%

School Grade	2017: A	2016: A	2015: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" 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	79	78	85	81	79	83	95	90	73	77	N/A	N/A
Learning Gains All	68	54	73	68								
Learning Gains L25%	62	55	68	57								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Chris	Ateek	FT	4-10 years
Assistant Principal	Brooke	Crandall	FT	1-3 years
Assistant Principal	Carolyn	Altenore	FT	Less than 1 year
Total Instructional Staff:	82		Total Support Staff:	32



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).

Restorative practices and culturally responsive instruction will be put in place from the first day of school and monitored throughout the year. These practices will focus on building relationships and community among all stakeholders as teachers and staff create a positive, safe culture for the school, while still having safe guards in place for when problems arise such as bullying or social issues. The school provides a school-wide positive behavior support system that offers a reward system that includes Commitment to Character Citizen of the Month breakfast, Manta Money (school wide currency), Recognition Day/Open Court, Positive Behavior Referrals, and an Honor Pass System. These rewards recognize and reward students who are displaying their commitment to character traits, developing their social and emotional capacity, and following the common guidelines as they help to build a safe, secure, and healthy learning community for all stakeholders.

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?

All teachers participate in classroom culture building in order to build relationships and community. During this time, students get to know each other as well as teachers getting to know students. This process continues throughout the school year using community circles and restorative practices. Teachers and students work together using shared decision making to establish classroom community norms and expectations. Throughout the year, community circles (Monday morning meeting) will be held to weekly emphasize a school wide culture of honesty, respect, responsibility, and self-motivation. Behaviors in line with these guidelines have been identified and are posted and expected to be followed across the campus (in the cafeteria, restrooms, hallways, car line, and common areas).

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 Madeira Beach Fundamental school-based multi-tiered system of supports (MTSS) focuses on identifying areas and students in need and facilitating the implementation of supports in all areas to meet the behavioral, social, emotional, and academic needs of all students. The Madeira Beach MTSS/Response to Intervention (Rtl) Team meets once every two weeks. These meetings include the guidance counselors, academic team members, the school social worker and the school psychologist. These meetings are facilitated by the School Psychologist or school-based MTSS leadership team coordinator and focus on gathering input from the academic staff, which includes classroom observations and data on specific identified behaviors. The School Psychologist shares any recent information from psychological testing and assists in analyzing the data presented by the staff. All school-based MTSS leadership team members, including the appropriate guidance counselor and VE liaison, discuss possible interventions that may assist the student, depending on his/her individual needs. A plan of action is then made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team is responsible for managing and coordinating these efforts between all school teams to follow up and make sure each student's needs are met. In addition to the MTSS/Rtl addressing specific supports needed, the school wide community will use restorative practices and culturally responsive instruction from the first day of school and monitored throughout the year through the use of weekly community circles.

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?

Students in need of supplemental or intensive supports are identified through teacher or parent request. Report card data, student assessment data, attendance data, and behavioral infraction data are used to help identify students who

may be in need of support. To ensure students receive the necessary supports, we follow up with students and their families after appropriate interventions and supports are put in place.

The school provides regular counseling services as well as mentoring for all students that need services. This ensures the social-emotional needs of all students are met. Our Guidance Department provides classroom guidance lessons focusing on topics such as conflict resolution, character education, cultural awareness, and bullying prevention. In addition, we create group services for students as necessitated, such as the Fundamental Success Program. Students in need of intensive support are studied at our SBLT for additional individualized assistance and interventions.

If the student's needs go beyond a one-time-crisis situation, the Response to Intervention (RtI) process begins. To begin this process, at least two observations are completed and data is collected to determine when and where the behavior is most likely and least likely to occur. The school-based leadership team (SBLT) reviews the data and provides suggestions on research-based interventions for the teacher to implement in the classroom if the student is having behavior issues in class. The SBLT then follows up on the implementation of these interventions to be sure that the interventions are implemented correctly and with fidelity, as well as to determine if the interventions are decreasing the undesired behavior or increasing the desired behavior.

If the interventions are improving the behavior, we will gradually diminish the interventions, while continuing to collect data through the cycle. All of this information is reviewed every 4-6 weeks depending on the severity of the behaviors. If the interventions are not helping, the interventions are changed to try something else every few weeks until we find an intervention that works to meet the student's needs. If no interventions are determined to work, or it is determined that the student needs more support than can be provided by the general education teacher, we *may* request an evaluation to determine eligibility for ESE services. Of course, interventions can include counseling through our Guidance Department. All of this information is gathered on a continuous basis via data sheets and specially designed observation forms provided by the district. Reviews are conducted through the SBLT team.

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

The School Based Leadership Team meets with grade level and department teams to review the data and move forward with additional supports needed to improve student outcomes. The team provides data and interventions being used for all students in Tier 1, Tier 2, and Tier 3 (students' behavior/academic concerns, test scores, and requests from teachers). Data meetings are held to review quarterly to review cycle data. Teachers determine how to provide additional supports based on student needs as determined by a review of the data. Additional supports can be provided through the Extended Learning Program and services provided by hourly teachers providing assistance through a pull-out model.

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?

Core instructional programs follow the PCSB expectations and content curriculum guides. Administrative and instructional staffs collaborate and plan together weekly. The expectation is for classroom teachers to implement and unpack standards, to utilize scales, and to provide students with rigorous and equitable learning opportunities. Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity. During SBLT meetings, team members review current student data as it relates to MTSS and the SIP from identified data sources. Adjustments to student schedules, or extended learning opportunities are determined based on the data and then communicated to all stakeholders.

 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?	
Because all students will feel a connection to a culturally responsive school community, the percentage of students absent from school for 10% or more of the school year will decrease by __%, from __% to __% by the end of the school year as measured by student attendance data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Community circles (Monday morning meeting) will be held weekly to foster a sense of community among students and to allow all students' voices to be heard	Administrators Teachers

<p>regarding as we explore classroom or school successes or issues and build relationships within our school community. AVID Academy will be held throughout the school year to provide an opportunity for middle school students to connect with the school community and for teachers to build relationships with their assigned students. Enrichment Clusters will be held throughout the school year to provide an opportunity for elementary school students to participate in an elective experience based on student interest and to connect with others in the school community who share common interests.</p>	<p>Guidance Counselors</p>
<p>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.</p>	
<p>The percentage of discipline referrals from black students will decrease to 2% or less of the discipline referrals at the school from ___% in the 2016-2017 school year to match the percentage of black students at the school as measured by student discipline data.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>Proper placement of students in challenging courses with counseling, mentoring, and further support Within the school day, the learning gap between Black and Non-Black students is addressed through proper placement of students in classes, small group instruction, and Extended Learning Program opportunities. A Positive Behavior System is used to encourage behavior in line with commitment to character traits. Students displaying these traits are recognized through the use of Manta Money, Commitment to Character breakfasts, and the Honor Pass program. Beyond the school day, opportunities for black students to feel a connection with the through extra-curricular activities including Girlfriends, 5000 Role Models, STEP, and PMAC. These opportunities will recruit students and assist in celebrating diversity.</p>	<p>Administrators Sponsors of Girlfriends, 5000 Role Models, STEP, and PMAC</p>
<p>Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
<p> </p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
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Standards-Based Instruction for Learning

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

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

<p>Core instructional programs follow the PCSB expectations and content curriculum guides. Administrative and instructional staffs collaborate and plan together weekly. Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity. By following the PCSB expectations and content curriculum guides with fidelity, Madeira Beach Fundamental has seen successes in several areas. In 2016-2017, of the tested third grade population, 75% were proficient (meeting level three and above) in English Language Arts (ELA) (an increase of 2%). In 2016-2017, of the tested fourth grade population, 79% were proficient (meeting level three and above) in ELA (an increase of 3%). In 2016-2017, of the tested fifth grade population, 94% were proficient (meeting level three and above) in Mathematics (an increase of 2%). In 2016-2017, of the tested seventh grade population, 82% were proficient (meeting level three and above) in ELA (an increase of 10%), and of the tested seventh grade population, 87% were proficient (meeting level three and above) in math (an increase of</p>

3%). In 2016-2017, of the tested 8th grade population 73% were proficient (meeting level three and above) in Math (an increase of 31%). Also of note, in 2016-2017, of the tested population 99% were proficient (meeting level three and above) in the Algebra End of Course Exam (an increase of 23%), and of the tested population 100% were proficient (meeting level three and above) in the Geometry End of Course Exam (an increase of 9%). In addition, in 2016-2017, of the tested population 95% of our students were proficient (meeting level three and above) in the Civics End of Course Exam (an increase of 5%).

Student engagement will be increased through the use of restorative practices and culturally responsive instruction. These practices will focus on building relationships among students and between students and teachers while creating a positive and risk-free learning environment that will allow all students to fully engage in a rigorous, standards-aligned curriculum in all classes.

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?

A key area for improvement in our school is the use of student centered instruction with rigor. In 2016-2017, of the tested third grade population, 71% were proficient (meeting level three and above) in Mathematics (a drop of 8%). In 2016-2017, of the tested fourth grade population, 90% were proficient (meeting level three and above) in Mathematics (a drop of 4%). In 2016-2017, of the tested 5th grade population, 73% were proficient (meeting level three and above) in English Language Arts (ELA) (a drop of 10%). In 2016-2017, of the tested sixth grade population, 74% were proficient (meeting level three and above) in Mathematics (a drop of 4%). In 2016-2017, of the tested 5th grade population, 84% were proficient (meeting level three and above) in Science (a drop of 5%), and of the tested 8th grade population, 78% were proficient (meeting level three and above) in Science (a drop of 3%).

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.

Common assessments, district-generated quarterly progress-monitoring assessments, Measures of Academic Progress (MAP) data, FAIR testing, Reading Inventory/Lexile testing, and other formative assessment tools are assessment tools used to measure student growth in meeting state standards. Data from the various assessment instruments is reviewed during monthly professional learning communities (PLCs) to measure student learning and inform instruction related to the need for remediation. Professional learning communities include grade level teams at the elementary level, department teams at the middle school level, and grade level houses at the middle school level. These PLC meetings are guided by members of the school based leadership team (SBLT) to ensure a meaningful discussion of measuring student growth in meeting state standards to identify trends in data and inform 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).

Data is used to ensure students are receiving the instruction they need. Students requiring additional supports receive intensive interventions and students requiring enrichment receive extended learning opportunities in daily lessons. Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills are emphasized and materials are made available to parents. During this orientation, a kindergarten readiness assessment is administered, and this data is used to ensure proper student placement. At the kindergarten level, all students are screened for gifted using the Naglieri ability test. In addition, each grade level, grades 1-4, participates in a Jump Up ceremony to prepare students for the next grade and to inform parents about learning expectations for the next grade. A 6th grade orientation is held to support 5th grade students as they transition from elementary school to middle school. Incoming 6th grade students are provided with opportunities to review the elective course offerings available, to review academic course progression, and to outline expectations and materials needed for the upcoming year. 8th graders are provided with an opportunity to meet potential high schools prior to choosing a school through the shadowing process in order to ensure a smooth transition from middle school to high school. 8th grade students complete a four year plan on-line using their perspective high school's program requirements to share with their family, and to utilize as a guide for their high school career. This four year plan also provides students with an understanding of high school graduation requirements.

Advancement Via Individual Determination (AVID) is an elective class that provides support for students through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with the current curriculum and support college and career readiness. All classroom teachers implement AVID strategies to support college and career readiness in all students.

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?	
Increase the use of student-centered learning with rigor	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers meet in monthly professional learning communities (PLCs) to work together to achieve the collective purpose of learning for all. This powerful collaboration allows teachers to work together to analyze and improve classroom practice and student learning as they review, develop, and implement lesson plans and activities that increase the use of student-centered learning with rigor. Administration conducts formal and informal walkthroughs to document the use of student-centered learning with rigor and to identify areas of improvement. Lesson plans are monitored by administration.	Classroom teachers Administration
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?	
Increase the use of formative assessment	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Mid-point checks for understanding will let a teacher know if they need to adjust the lesson for the majority of the class or for a small number of students. Data can be collected daily or weekly to determine the effectiveness of the strategy/lesson. Teachers will review student data (collected from multiple sources, including common assessments and/or district progress monitoring assessments) to plan action steps to implement remediation for identified areas of weakness or to develop lessons that meet the rigor of the course benchmarks. Teachers collect, track, and analyze this student data.	Classroom teachers
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



Collaboration for Professional Growth

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

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference 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.

The school works hard to encourage and maintain positive relationships between teachers, staff, and administrators by providing opportunities to collaborate and plan on a regular basis as we build relationships within a culturally responsive community. Teachers are provided with a common planning period when possible as well as time scheduled on Wednesdays for monthly collaborative planning. On the most recent AdvancED staff climate survey, 54.32% of respondents strongly agree that our school's purpose statement is based on shared values and beliefs that guide decision-making, 53.16% of respondents strongly agree that our school's leaders support an innovative and collaborative culture, and 42.11% of respondents strongly agree that all teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. Two areas for growth based on average scores on the most recent AdvancED climate survey for staff is the need for staff members to provide peer coaching to teachers, and the need for a formal process to support new staff members in their professional practice in order to improve professionalism, collegiality and trust. A new teacher mentor program has been implemented for all staff members new to Madeira Beach Fundamental. Each new teacher at the school has been paired with a veteran mentor teacher at the school who works in the same content area. This mentor provides support to the new staff members to acquaint them with school-based practices as well as to help them improve their professional practice and be as successful as possible in the classroom. Throughout the year, staff members are provided with opportunities to visit other staff members' classrooms to observe the implementation of best practices and to provide peer coaching to each other to continually improve our professional 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 school's monthly meeting schedule includes time on Wednesdays for monthly collaborative planning between grade level and department teams. All teachers meet on Wednesdays for 45 minutes. Wednesday meeting groups include evaluation groups (all levels), grade level teams (elementary), department teams (middle), and grade level houses (middle). The school works hard to encourage and maintain positive relationships between teachers, staff, and administrators by providing opportunities to collaborate and plan on a regular basis. In addition, elementary teachers are provided with common planning time with other members of their grade level teams daily. Middle school teachers are provided with a common planning period when possible.

 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 areas for teacher professional development over the past year has been on introducing staff to the use of student-centered learning with rigor, the use of formative assessment, and the use of AVID strategies in all classrooms. Walk thru observations by administration, as well as lesson plan data indicate the increased use of student-centered learning with rigor and regular formative assessment of student learning. Our next steps are to continue to provide professional development to more fully implement the use of student-centered learning with rigor as well as the use of restorative practice to include positive behavior support as we continue to build relationships and community to develop social and emotional capacity for all stakeholders. The school's vision of 100% student success will result from providing meaningful teacher professional development that results in teachers refining skills through book study and peer teaching, teacher data sharing, and vertical planning. Teacher professional development will include opportunities for teachers to observe model lessons that demonstrate the best practices of student-centered learning with rigor and restorative practice, in order to build skills to implements these strategies in their own classrooms.

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?
Student-Centered Learning with Rigor	Ongoing	Classroom Teachers	Increased use of student-centered learning with rigor practices as documented in lesson plans Evidence of student-centered learning with rigor practices in the classroom through walk thru data
Formative Assessment	Ongoing	Classroom Teachers	Increased use of formative assessment as documented in lesson plans Evidence of the use of formative assessment in the classroom through walk thru data
Restorative Practices	Ongoing	Classroom Teachers	Increased use of restorative practices in the classroom Evidence of the use of restorative practices in the classroom through walk thru data Reduction of behavioral infractions
Literacy Across the Content Areas	Pre-School	Classroom Teachers	Increased use of strategies that promote literacy in all content areas in the classroom Evidence of the use of literacy strategies in the classroom through walk thru data Increased performance on Measures of Academic Progress (MAP), common assessments, Reading Inventory, Write Scores, and FSA English Language Arts assessments



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).

On the most recent AdvancED climate survey for parents, 94% of respondents agree that our school communicates effectively about the school’s goals and activities, 96% of respondents agree that our school provides opportunities for stakeholders to be involved in the school, and 89% of respondents agree that all school personnel regularly engage families in their children’s learning progress. 100% of our families are involved in parent engagement opportunities, including: volunteering, required monthly PTSA or SAC meetings, required parent conferences (three times per year

for elementary grades), signing off on all homework assignments, and attendance at special school events including the Fall Festival, Music Under the Stars, and the Fish Fry. Our school PTSA, volunteer coordinators, and staff members work with the local community to establish relationships that will enhance educational outcomes and support student achievement. Students and staff members work with the community to bring together special school events, chorus presentations, and working with the art community to present student work. In addition, community members volunteer to work with and mentor students to increase student achievement.

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.

Parent University sessions are held monthly during the SAC meetings. These provide opportunities for parents and families to work with the classroom teachers or other staff members to review academic requirements and tools to increase student achievement. Classroom teachers use the FOCUS online gradebook to post assignments and grades in a timely manner to provide students, parents, and families with information related to student achievement. Parents and families are provided with a progress report each quarter to document the student’s performance in all classes. All elementary teachers hold required parent conferences three times per year to provide parents with data about their child’s academic progress and potential academic tools. Elementary teachers host student-led conferences for the last cycle of conferences to allow students to highlight their academic growth throughout the year. Our school website provides parents with academic tools and resources that can be used at home to increase student achievement.

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 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

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
All families will be provided with learning opportunities that are linked to student learning outcomes through Parent University Sessions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Learning opportunities in all curriculum areas will be identified on a monthly basis, with a focus on providing at least on appropriate learning opportunity to all families. Invitations will be extended to those families who would benefit from participation in these learning opportunities through flyers, ConnectEd messages, teacher communication to families, and the school website.	Classroom Teachers Administration Guidance Counselors

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?	
All school stakeholders will be provided with opportunities to volunteer in the community to increase our school's involvement in the community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Middle school students will complete Volunteer service hours in order to be eligible to join the National Junior Honor Society and to remain an active member of this organization. Elementary students will complete a Kids Care project through the Advanced Academics program. Volunteer opportunities in the community will be communicated to appropriate audiences.	Community Involvement Liaison NJHS Sponsors Advanced Academics Teachers
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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

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

<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 	<ul style="list-style-type: none"> Content Area & 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: Elementary team leaders and middle grades Language Arts/Reading Department Chair
<p>In 2016-2017, 79% of our students scored at the proficient level or above in English/Language Arts (ELA). Specifically, at each grade level, in the 2016-2017 school year, 75% of our tested 3rd grade population, 79% of our tested 4th grade population, 73% of our tested 5th grade population, 77% of our tested 6th grade population, 82% of our tested 7th grade population, and 79% of our tested 8th grade population scored at the proficient level or above in ELA. The percentage of students achieving proficiency or higher in English/Language Arts (ELA) will increase from 79% to 82% by the end of the 2017-2018 school year as measured by the ELA Florida Standards Assessment in Spring 2018.</p>	

<p>The percentage of students demonstrating a gain in English/Language Arts (ELA) will increase from 68% to 71% by the end of the 2017-2018 school year as measured by the ELA Florida Standards Assessment in Spring 2018. In 2016-2017, 57% of African American students scored at the proficient level or above in ELA. The percentage of African American students achieving proficiency or higher in English/Language Arts (ELA) will increase from 57% to 60% by the end of the 2017-2018 school year as measured by the ELA Florida Standards Assessment in Spring 2018.</p>	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>English/Language Arts (ELA) and reading teachers will implement instruction to support student success with LAFS, to meet the needs of diverse learners. Teachers will use culturally relevant complex text and work with students in small groups as appropriate to meet the needs of these learners.</p> <p>Teachers will follow a common pacing calendar for focusing on English Language Arts standards.</p> <p>ELA teachers will attend ongoing professional development in best practices in ELA instruction (Core Connections training to analyze student work from exemplar lessons and plan for instruction based on student data)</p> <p>Teachers will work in Professional Learning Communities (PLCs) to develop standards-based scales, learning goals and learning targets, and to analyze student work for the purpose of providing ongoing feedback to students on growth toward the English Language Arts standards.</p> <p>Teachers will work in PLCs to review data to inform instruction and develop rigorous student-centered lessons.</p> <p>Teachers will participate in professional development focusing on literacy across all content areas for all learners.</p> <p>All students (including African American students) are placed in rigorous and appropriate courses based on student proficiency of standards.</p> <p>Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve pass rates and grade point averages (GPAs) for black students.</p> <p>Implement culturally responsive instructional practices in all classrooms (including African American Students) such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates and grade point averages (GPAs) for black students.</p>	<p>Measure of Academic Progress (MAP) student proficiency data (grades K-2)</p> <p>FSA ELA proficiency data (grades 3-8)</p> <p>MAP progress monitoring (K5)</p> <p>Reading Inventory (RI) (middle grades)</p> <p>Progress Monitoring (middle grades)</p> <p>Write Score progress monitoring Participation in monthly PLC meetings and collaborative planning by grade level as documented by attendance at the meetings and by minutes from the meetings to review action plans for addressing needs based on data</p>

Mathematics Goal	Goal Manager: Elementary team leaders Middle Grades Mathematics department chairs
<p>In 2016-2017, 85% of our students scored at the proficient level or above in Mathematics. Specifically, at each grade level, in the 2016-2017 school year, 71% of our tested 3rd grade population, 90% of our tested 4th grade population, 94% of our tested 5th grade population, 74% of our tested 6th grade population, 87% of our tested 7th grade population, and 73% of our tested 8th grade population scored at the proficient level or above in Mathematics. In addition, 99% of our students were proficient in Algebra (Algebra End of Course Exam), and 100% in Geometry (Geometry End of Course Exam).</p>	

The percentage of all students achieving proficiency or higher on any Math Assessment in Spring 2018 will increase from 85% to 88% by the end of the 2017-2018 school year as measured by the Mathematics Florida Standards Assessment in Spring 2018.

The percentage of students demonstrating a gain in Mathematics will increase from 73% to 76% by the end of the 2017-2018 school year as measured by the Mathematics Florida Standards Assessment in Spring 2018.

In 2016-2017, 63% of African American students scored at the proficient level or above in math. The percentage of African American students achieving proficiency or higher on the math Florida Standards Assessment in Spring 2018 will increase from 63% to 66% by the end of the 2017-2018 school year as measured by the Mathematics Florida Standards Assessment in Spring 2018.

Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Mathematics teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. Mathematics teachers will attend ongoing professional development regarding instructional shifts, standards, assessment, and instructional methods.</p> <p>Mathematics teachers follow a common pacing calendar for focusing on the same Mathematics standards.</p> <p>Mathematics teachers will work in Professional Learning Communities (PLCs) to develop standards-based scales, learning goals and learning targets.</p> <p>Teachers will work in PLCs to review data to inform instruction and develop rigorous student-centered lessons.</p> <p>Teachers meet in PLCs to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards.</p> <p>Teachers will participate in professional development focusing on literacy across all content areas for all learners.</p> <p>Math teachers will implement Formative Assessments (MFAS) aligned to the Mathematics Standards and including tasks designed using Florida Standards Assessment (FSA).</p> <p>Mathematics teachers will implement instruction to support student success with the Mathematics standards, including differentiated instruction and culturally relevant instruction to meet the diverse learning needs of all students. Instruction will include remediation and enrichment opportunities.</p> <p>All students (including African American students) are placed in rigorous and appropriate courses based on student proficiency of standards.</p> <p>Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve pass rates and grade point averages (GPAs) for black students.</p> <p>Implement culturally responsive instructional practices in all classrooms (including African American Students) such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates and grade point averages (GPAs) for black students.</p>	<p>Measure of Academic Progress (MAP) student proficiency data (grades K-2)</p> <p>FSA Math proficiency data (grades 3-8) EOC</p> <p>Algebra and Geometry proficiency data (grades 7-8)</p> <p>MAP progress monitoring (K5)</p> <p>Cycle Assessment progress monitoring (middle grades)</p> <p>Participation in monthly PLC meetings and collaborative planning by grade level as documented by attendance at the meetings and by minutes from the meetings to review action plans for addressing needs based on data</p>

Science Goal	Goal Manager: Elementary team leaders, and Heather Butler middle grades science department chair	
<p>In 2016-2017, 79% of our students scored at the proficient level or above in Science. Specifically, at each grade level, in the 2016-2017 school year, 84% of our tested 5th grade population and 79% of the tested 8th grade population scored at the proficient level or above in Science.</p> <p>The percentage of students achieving proficiency or higher on the SSA (Statewide Science Assessment) in Spring 2018 will increase from 79% to 82% by the end of the 2017-2018 school year as measured by the Statewide Science Assessment in Spring 2018.</p>		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p>Science teachers will attend ongoing professional development in best practices in Science instruction, including using rigor in the description on the 10-70-20% routine (setting the purpose for learning and confirming the learning) for lesson instruction.</p> <p>Teachers will follow a district-provided common pacing calendar and curriculum guides for focusing on Science standards.</p> <p>Science teachers will work in Professional Learning Communities (PLCs) to develop standards-based scales, learning goals, and learning targets.</p> <p>Teachers will work in PLCs to review data to inform instruction and develop rigorous student-centered lessons that is appropriately scaffolded using the 5E model of instruction to meet the needs of diverse learners. Teachers will develop lessons that are inquiry-based and include opportunities for research, scientific thinking, and writing activities that focus on journaling and reflection.</p> <p>Teachers will provide students are provided with opportunities to demonstrate or express knowledge of Science standards through the use of higher order thinking questions, experiments, labs, cooperative structures, and technology to gather research in accordance with instructional goals.</p> <p>Teachers will participate in professional development focusing on literacy across all content areas for all learners.</p> <p>All students (including African American students) are placed in rigorous and appropriate courses based on student proficiency of standards.</p>	<p>SSA (Statewide Science Assessment) proficiency data (Grades 5 and 8)</p> <p>Common Assessment progress monitoring (K5)</p> <p>Measure of Academic Progress (MAP) student proficiency data</p> <p>Cycle Assessment progress monitoring (middle grades)</p> <p>GAP Assessment for 8th grade students to recognize and address gaps in middle school science standards and develop a remediation plan</p> <p>Participation in monthly PLC meetings and collaborative planning by grade level as documented by attendance at the meetings and by minutes from the meetings to review action plans for addressing needs based on data</p> <p>Walk through data on the use of the 10-70-20 routine and other best practices in science instruction</p>	

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 Schools	Goal Manager: Jill Rollo (K5) and Amy Thomas (middle grades) Wellness Champions	
100% of students will be provided with opportunities for physical movement on a daily basis to maintain student engagement in content.		
Actions / Activities in Support of Goal	Evidence to Measure Success	
Elementary students will be provided with recess, consisting of a minimum of 20 consecutive minutes of unstructured time, on a daily basis	Lesson plans Walk thru data based on item #27 on the teacher appraisal	

<p>Teachers will incorporate culturally responsive instructional strategies that facilitate meaning, models, monitoring, mouth, movement, and music. Movement strategies will facilitate movement, including movement to learning stations, movement after brief chunks of content engagement, and physical movement to respond to questions.</p>	<p>Lesson plans Walk through data based on item #27 on the teacher appraisal</p>
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

<p>Goal Name: STEM</p>	<p>Goal Manager: STEM Club Sponsors</p>
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In 2016-2017, 94 students participated in extended learning STEM related offerings (four elementary STEM clubs and two middle grades STEM clubs). We will increase the number of participants by 10% during the 2017-2018 school year.

<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>
<p>Extracurricular STEM Academy will be offered at three levels – Primary (grades 2 – 3), Intermediate (grades 4-5), and Middle School (grades 6 – 8) The STEM Academy teacher will promote enrollment for the STEM Academy to all students with an increased focus on the under-represented populations: women and minorities.</p> <p>Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model.</p> <p>STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge. Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.</p> <p>STEM Academy teachers in collaboration with their students, will develop an annual STEM Academy newsletter to be used for the purpose of communicating with all stakeholders (students, parents, Administrators, Specialists, Business Partners, etc.).</p> <p>Teachers will utilize a STEM inquiry project throughout the duration of the STEM Academy to engage students in inquiry and engineering design which will be displayed at the annual PCS STEM Expo.</p> <p>Teachers will ask questions to identify and define global issues, challenges, and real world problems.</p> <p>Conduct research to refine questions, develop new questions and engage in critical thinking.</p> <p>Evaluate, select, and apply appropriate systematic approaches (scientific and engineering practices, engineering design process, and/or mathematical practices).</p> <p>Apply science, technology, engineering, and mathematic content to construct creative and innovative ideas.</p> <p>Analyze the impact of global issues and real world problems at the local, state, national, and international levels.</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts.</p>	<p>Number of students applying for participation in STEM offerings Number of students actively participating in STEM offerings Number of students selecting STEM offerings for Enrichment Clusters Number of students participating in Science Quiz Bowl</p>

<p>Select and use the appropriate domain-specific vocabulary when communicating to a particular audience. (e.g. use of technical language, mathematical symbols)</p> <p>Use appropriate academic or domain-specific words when drawing inferences from a range of science, technology, engineering, and mathematic content. STEM Academy teachers will provide students with opportunities to identify, analyze, and synthesize appropriate science, technology, engineering, and mathematic information (text, visual, audio, etc.).</p> <p>STEM teachers will demonstrate to students how to apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematic content.</p> <p>Engage in critical reading and writing of technical information.</p> <p>Evaluate and integrate multiple sources of information (e.g. quantitative data, video and multimedia) presented in diverse formats.</p> <p>STEM Academy teachers will participate in 3 professional development sessions during the 2017-2018 school year with the K-12 STEM Specialist, to receive content specific training required to facilitate a STEM Academy.</p> <p>Develop an evidence-based opinion or argument to connect content to real world STEM issues.</p> <p>Communicate effectively and precisely with others.</p> <p>Teachers will provide students with opportunities to use an engineering notebook to record observations, designs, redesigns, real world connections, and further topics of study.</p> <p>Highlight STEM career opportunities and the educational paths needed to obtain such careers. Enrichment clusters meet one day per week for 15 weeks during the school year. For student participants, curricula will be driven by problem solving, discovery and exploratory learning that actively engage students using the engineering design model.</p> <p>STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.</p> <p>Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge.</p> <p>Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.</p> <p>STEM activities will be offered to elementary students as an Enrichment Cluster option</p> <p>Middle School students will be offered an opportunity to participate in Science Bowl extra-curricular activities</p>	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Civics	Goal Manager: 7 th Grade Civics Teachers
<p>In the 2016-2017 school year, 95% of our tested 7th grade population met proficiency (level three and above) on the Civics End of Course Exam.</p> <p>The percentage of students achieving proficiency or higher on the Civics End of Course Exam in Spring 2018 will increase from 95% to 98% by the end of the 2017-2018 school year as measured by the Civics End of Course Exam in Spring 2018.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success

<p>Teachers provide students with opportunities to read informational texts, write about the process and outcomes of their investigations (DBQ's/ traditional and electronic) are utilized.</p> <p>Teachers will attend ongoing professional development in best practices in Social Studies instruction, including instructional shifts, standards, assessment, and instructional methods and teachers will work in PLCs to develop standards-based scales, learning goals and learning targets. Teachers will follow a district-provided common pacing calendar and curriculum guides for focusing on Social Studies standards.</p> <p>Teachers will work in professional development communities (PLCs) to develop standards-based scales, learning goals, and learning targets. Teachers will work in PLCs to review data to inform instruction and develop rigorous student-centered lessons that engages students in instructional strategies that include higher order thinking skills and questioning to raise achievement levels. Teachers incorporate instructional activities that support student success with English Language Arts standards within the Social Studies curriculum.</p> <p>Teachers will work in PLCs to articulate between grade levels, including 6th grade U.S. History and 7th grade Civics to discuss common benchmarks.</p> <p>Teachers will participate in professional development focusing on literacy across all content areas for all learners.</p> <p>All students (including African American students) are placed in rigorous and appropriate courses based on student proficiency of standards.</p>	<p>7th grade Civics End of Course exam student proficiency data.</p> <p>Cycle Assessment progress monitoring (middle grades)</p> <p>Participation in monthly PLC meetings and collaborative planning by grade level as documented by attendance at the meetings and by minutes from the meetings to review action plans for addressing needs based on data</p>
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Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Madeira Beach Fundamental School Community
<p>In 2016-2017, 57% of African American students scored at the proficient level or above in English Language Arts (ELA) and 63% of African American students scored at the proficient level or above in Mathematics.</p> <p>The percentage of African American students achieving proficiency or higher in English/Language Arts (ELA) will increase from 57% to 60% by the end of the 2017-2018 school year as measured by the ELA Florida Standards Assessment in Spring 2018.</p> <p>The percentage of African American students achieving proficiency or higher in Mathematics will increase from 63% to 66% by the end of the 2017-2018 school year as measured by the Mathematics Florida Standards Assessment in Spring 2018.</p>	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>African American students scoring proficient or better in ELA will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments</p>	<p>Lesson plans Walk thru data Collaborative planning</p>
<p>African American students scoring proficient or better in Math will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.</p>	<p>Quarterly/Cycle Assessment Data Monthly PLCs Common Assessment Data</p>

Subgroup Goal (ELL)	Goal Manager: Madeira Beach Fundamental School Community
<p>In 2016-2017, the number of ELL students in our school was too small to comprise a subgroup. However, our goal for ELL students would be to increase their proficiency as measured by the FSA English Language Arts (ELA) and Mathematics Assessments in the Spring of 2018.</p>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELL students scoring proficient or better in ELA will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Lesson plans Walk thru data Collaborative planning
ELL students scoring proficient or better in Math will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Quarterly/Cycle Assessment Data Monthly PLCs Common Assessment Data

Subgroup Goal (ESE)	Goal Manager: Madeira Beach Fundamental School Community
<p>In 2016-2017, 35% of ESE students scored at the proficient level or above in English Language Arts (ELA), as compared to 81% of non-ESE students on average, and 43% of ESE students scored at the proficient level or above in Mathematics, as compared 80% of non-ESE students.</p> <p>The percentage of ESE students achieving proficiency or higher in English/Languages Arts (ELA) will increase from 35% to 38% by the end of the 2017-2018 school year as measured by the ELA Florida Standards Assessment in Spring 2018.</p> <p>The percentage of ESE students achieving proficiency or higher in Mathematics will increase from 43% to 46% by the end of the 2017-2018 school year as measured by the Mathematics Florida Standards Assessment in Spring 2018.</p>	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE students scoring proficient or better in ELA will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Lesson plans Walk thru data Collaborative planning
ESE students scoring proficient or better in Math will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Quarterly/Cycle Assessment Data Monthly PLCs Common Assessment Data

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 3rd	Grade 4th	Grade 5th	Grade 6th	Grade 7th	Grade 8th	Grade	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	1/ 1.1%	8/ 5.9%	8/ 5.9%	44/ 32.6%	29/ 21.5%	42/ 31.1%		135/ 1390	10%
Students with excessive absences / below 90 %	4/ 3.8%	7/ 6.7%	5/ 4.8%	17/ 16.3%	23/ 22.1%	4/ 3.8%		104/ 1390	7%
Students with excessive behavior / discipline**	0%	0%	0%	0%	0%	0%		0	0.0%
Students with excessive course failures**	1/ 1.1%	2/ 2.12%	5/ 5.5%	25/ 27.5%	34/ 37.4%	22/ 24.2%		91/ 1390	7%
Students exhibiting two or more Early Warning indicators	0/ 0%	1/ 1.8%	1/ 1.8%	18/ 31.6%	20/ 35.1%	16/ 28.1%		57/ 1390	4%

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

 EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Because all students will feel a connection to a culturally responsive school community, the percentage of students absent from school for 10% or more of the school year will decrease by 4% from 94% to 98% by the end of the school year as measured by student attendance data.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
<p>Biweekly child study teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending at your school. Utilize the attendance codes for this purpose.</p> <p>Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school.</p> <p>Review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If "pending" is the most frequently used code then have an activity to develop processes to find out WHY students are missing school.</p> <p>Utilize attendance letters.</p> <p>Ensure families are aware of the importance of attendance and engage them in attendance-related activities.</p>	<p>S.B.L.T. team/ Child study team reviews student attendance bi weekly. Principal receives a monthly attendance report at area leadership meetings.</p>	

Develop attendance incentive programs and competitions including elementary recognition programs with Attendance Brag Tags, Shorts Days rewards, etc.	
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EWS - Discipline

Discipline Goal Please ensure that your goal is written as a SMART goal.	
In the 2016-2017 school year, our school had a total of 36 Intervention and Appeals Committee meetings for students that violated fundamental guidelines. Our goal is to reduce the number of IAC meetings in 2017-2018 by 5%. In 2016-2017, there were 61 office referrals issued. In 2017-2018, our goal is to decrease the number of office referrals by 5%.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
<p>Madeira Beach Fundamental students will be able to follow the fundamental guidelines and make any necessary adjustments to ensure success in the fundamental program. Restorative practices and culturally responsive instruction will be put in place from the first day of school and are monitored throughout the year.</p> <p>Teachers and staff will focus on building relationships and community among all stakeholders and create a positive, safe culture for the school, while still having safe guards in place when problems arise such as bullying and social issues.</p> <p>The school provides a school-wide positive behavior support system that offers a reward system that includes Commitment to Character Citizen of the Month breakfast, Manta Money (school wide currency), Recognition Day/Open Court, Positive Behavior Referrals, and an Honor Pass System. These rewards recognize and reward students who are displaying their commitment to character traits, developing their social and emotional capacity, and following the common guidelines as they help to provide a safe, secure, and healthy learning community for all stakeholders.</p> <p>All teachers participate in classroom culture building in order to build relationships and community. During this time, students get to know each other as well as teachers getting to know students. This process continues throughout the school year using community circles and restorative practices. Teachers and students work together using shared decision making to establish classroom community norms and expectations. Throughout the year, community circles (Monday morning meeting) will be held to weekly emphasize a school wide culture of honesty, respect, responsibility, and self-motivation.</p> <p>Teachers also review the student agenda and student expectations the first week of school. Administration reminds students of expectations during lunch and over the announcements.</p>	<p>Review of Intervention and Appeal committee invitations. Review of student discipline data in biweekly S.B.L.T. meetings</p>

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

Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

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

Intervention strategies begin with highly-qualified teachers recognizing a student as struggling and that has exhibited two or more early warning indicators. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and the level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Ongoing assessment, tiered instruction, and parent involvement are important to the intervention process.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Our goal is to ultimately increase student achievement, especially increasing our level one and two students’ achievement in their content area courses. Additionally, we would like to ensure all students receive course recovery credits as necessary for grade level promotion. We would like to the number of students participating in Extending Learning opportunities to increase by 10% from 2016-2017school year.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Provide before or afterschool extended learning opportunities for all students. Identify level one and two students’ in need of additional supports using 2016-2017 SAT 10/ FSA student proficiency information. On-going review of Common Assessment progress monitoring (K5)/Cycle Assessment progress monitoring (middle grades), and quarterly report card grades to identify additional extended learning opportunities Ensure all students receive course recovery credits as necessary, so those students are identified quarterly to receive additional course recovery opportunities.	Measure of Academic Progress (MAP) student proficiency data (K-5) FSA English Language Arts (ELA) and Mathematics proficiency data (Gr 3-8) EOC Algebra and Geometry proficiency data (grades 7-8) Common Assessment progress monitoring (K5) Cycle Assessment progress monitoring (middle grades) Reading Inventory lexile data (middle grades) Write Scores proficiency data (middle grades) Participation in monthly PLC meetings and collaborative planning by grade Student report card grades

Section 3 – Required Items / Resources

		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:
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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: Chris Ateek, Principal
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Please state the days / intervals that your team meets below.

The Madeira Beach Fundamental School School-Based MTSS/RtI Team meets once every two weeks. These meetings are scheduled for Tuesdays. When necessary, these meetings include the guidance counselors, academic team members, school social worker and psychologist. The School Psychologist or school-based MTSS leadership team coordinator would facilitate the MTSS leadership team meetings, asking for input from the academic staff, which includes classroom observations and gathering of data for specific identified behaviors. The School Psychologist would share any recent information from psychological testing and assist in analyzing the data presented by the staff. All school-based MTSS leadership team members, including the appropriate grade level counselor and VE liaison would discuss possible interventions that may assist the student, depending on his/her individual needs. A plan of action would then be made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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.

<p>Related Goal(s) Highest student achievement in all subject areas</p> <p>Actions/Plans Provided instructional materials, and further educational opportunities to staff</p> <p>Type of Resource Evidence-based programs, professional development, and technical resources (i.e., evidence-based programs/materials, PD, technology, etc.)</p> <p>Description of Resources SIP funds to be used to continue programs, purchase instructional materials or technology, provide student enrichment opportunities, and professional development activities to staff.</p> <p>Funding Source School Improvement Funds</p>

<p>\$7000.00 (estimate based on 2016-2017 allocation of School Improvement Funds)</p>
