



School Improvement Plan 2017-18

Ozona Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Belinda J. Atkins	SAC Chair: Terri M. Davis
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School Vision	100% Student Success
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School Mission	The mission of Ozona Elementary is to work collaboratively with families to promote highest student achievement and to foster at least one year's worth of academic growth for every child.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
798	1	2.3	9.4	3.4	83.9	0

School Grade	2017: B	2016: B	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	66	67	70	73	77	63						
Learning Gains All	57	52	64	73								
Learning Gains L25%	48	41	45	54								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Belinda	Atkins	FT	1-3 years
Assistant Principal	Jessica	Downes	FT	4-10 years
Behavior Specialist	Tammy	Danielson	FT	4-10 years
School Counselor	Nicola	Repetosky	FT	4-10 years
ESE Associate	Kerry	Obal	FT	4-10 years
Art	Lindsay	Waguespack	FT	1-3 years
ASD Teacher	Kathleen	Chambers	FT	1-3 years
Kindergarten Teacher	Maureen	Day	FT	11-20 years
Teacher-1 st	Sherry	Hering	FT	4-10 years
Teacher- 2 nd	Carolyn	Danneman	FT	11-20 years
Teacher- 3 rd	Donna	Eshelman	FT	4-10 years
Teacher- 4 th	Bridget	Hollenbeck	FT	4-10 years
Teacher- 5 th	Jordie	Teig	FT	4-10 years

Total Instructional Staff:	10	Total Support Staff:	1
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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 Restorative Practices team attended a three day training and will bring this learning back to staff in an ongoing manner throughout the year. Restorative Practices seek to build positive relationships within our school community. These philosophies and practices will be shared with parents through curriculum night events, SAC, and PTA meetings.

Guidelines for Success have been established and shall be posted throughout campus and in classrooms for reference. These guidelines are taught to students in the classroom, during assemblies, and on the morning news show. The GFS are as follows: Be Prepared, Put Safety First, Show Respect, and Be Ready to Learn. Character education lessons and books of the month will be shared and students will be recognized monthly for exhibiting excellent character traits.

Students have the opportunity to earn “Ozzie Tickets” for exhibiting positive behavior traits. These tickets are used to earn incentives for the grade level and class with the largest percentage per quarter. Individual students can have their names drawn for a chance to spin the prize wheel each week in our cafeteria.

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

The expectations shall be posted and referred to in every classroom. School-wide incentives and rewards are given for students and classes for adherence to the expectations.

Teachers are trained in PBS through faculty meetings and PLCs in order to create a common understanding of the expectations, incentives, and consequences to ensure equity. Students will be taught these expectations through classroom meetings, circles, all included in lesson planning. During the first month of school, teachers will work with students to create anchor charts illustrating how behavioral expectations look, sound, and feel in all classroom and non-classroom areas. Monthly behavior data is shared with staff in order to build awareness, problem solve, and address any misconceptions or confusion that may exist.

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.

Positive behavior support systems are in place school-wide as well as in individual classrooms. Rewards and recognition are given monthly for character, effort, citizenship, and reading incentives. Students can also earn tickets to benefit their class for good behavior and teachers may write positive behavior referrals for any student deserving additional recognition at any time.

The School Counselor provides character education in classrooms monthly and there are a multitude of social skills groups that take place in our ASD units as well as with the Social Worker and Behavior Specialist. Positive Behavior Intervention Plans are written to support students struggling with behavior. Data is taken and parents are involved in this supportive plan to help students be successful in the classroom. Our faculty will begin training in Restorative Practices and well as Culturally Responsive Instruction this school year.

Data-Based Problem Solving

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

The Student Support Team at Ozona provides excellent resources and supports for our students as they need it. The School Counselor and Social Worker provide lunch bunch social skills groups as well as, and the Psychologist is involved with the school-wide mentoring program. Our Child Study Team meets twice a month to proactively address and provide supports for students that exhibit excessive absences or tardies.

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).

Our SBLT will meet weekly and addresses each grade level specifically to review formative assessment data, behavior data, and OPM data. Trends will be noted and the grade level data champion will attend each meeting to discuss intervention supports and action plans for struggling students. The SBLT will continue to seek student service support to refine processes and maximize support within the team. A problem solving approach will be utilized to make decisions and drive next steps in instruction. Specifically as we are looking at academics, students receiving tier 2 supports will be progress monitored every two weeks. SBLT will look at this data by intervention group in order to compare progress among members of the group. Individual student growth will be compared to the growth of the group as well as decreasing the gap from the goal line. As a team we will decide whether to continue the intervention, intensify supports (moving the student to tier 3), or changing the intervention for the group. As we assess the area of discipline, we will use ODR data to specifically identify students, behaviors, location, as well as potential subgroup disparity to determine possible changes in our school wide behavior plan or to take action with individuals by way of a PBIP or mentoring plan.

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?

All staff members have high expectations for students as demonstrated by high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. Administration will be highly visible in classrooms and in data meetings with a focus on developing actionable plans and aligning resources. Actionable feedback and coaching will follow classroom visits and center on the expectation that students are cognitively engaged in rigorous, standards-based content. A large percentage of tasks should be student centered and allow students to take ownership of their own learning. Teachers will be expected to be providing feedback to students that is related to skill and actionable. Lesson plans are reviewed for evidence of differentiation of the core curriculum to address the needs of all learners and for alignment to the rigor of standards. Enrichment opportunities beyond Gifted services are provided through the school extended learning plan. Administration facilitates data meetings during which planning for differentiated grouping, and high rigor lesson and assessment design take place. In addition to guidance in forming flexible groups to individualize instruction based on need, higher order questions are developed and plans for the integration of technology are made. All staff are trained in research based interventions to develop meaningful PMPs for struggling learners and these are monitored by administration. Coaching and support is offered to any teacher who needs development in this area.

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?

As a result of restorative practices, best teaching practices, and student engagement, Ozona will reduce the number of referrals by 30%, from 39 to 11 during the 2017-2018 school year, therefore creating a culture of care and concern for all members of our school community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative practices, building relationships, utilization of the RTI/MTSS process and high levels of student engagement	Administrative Team
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: To increase performance of African American students scoring in the proficient range to meet or exceed state averages on the 2018 Florida Standards Assessments for ELA, Math, and Science. The achievement gap between black and non-black students will be reduced by 50%, from 6% to 3%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Culturally responsive instruction will be the main strategy used to decrease academic and discipline gaps. By using the “Four Ms” model, we will better engage all students, keeping their focus on standards based learning. Literacy will be integrated across all curriculums as a strategy to increase student achievement and reduce gaps.	Belinda Atkins Jessica Downes
Optional Goal: 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?

Instructional Staff Members will utilize grade level and content specific curriculum guides to support their use of standards base instruction. Instructional common planning times will be utilized to support instructional collaboration, the review of assessment data, and lesson planning.. Ozona has seen an increase in learning gains in ELA (overall and L25) and a 14 point increase in the area of science. (2016-17 FSA /SSA)
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8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

<p>The key areas for improvement for Ozona Elementary are:</p> <ul style="list-style-type: none"> -Flexible, data driven small group instruction -Assessments (pre/post) designed to match standards and used to plan tasks and instruction (Formative Assessment Strategies) -opportunities for student collaboration -Increase in opportunity for writing throughout content areas (journaling)

Observational data, as well as data gathered through district Instructional Support Model visits were used to make this determination.

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 will use formative and summative assessment data to drive their daily instruction. Summative assessments: performance matters, FSA, MAP, iStation Data are used to confirm student achievement. Remediation plans will be employed and monitored to ensure standards and benchmarks expectations are achieved. Goals and Scales will be used along with student data folders to help students and teachers track individual progress towards benchmarks and learning goals.

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).

Our students are supported through the MTSS processes in order to make data driven decisions to help each student be proficient at their grade level. Teachers differentiate small group instruction based on students’ area of need and daily Leveled Literacy Instruction is provided to students who are performing below grade level in reading. Our fifth grade students are helped with their transition to middle school through a partnership with PHMS. Their counselor visits our school for a presentation and students are invited to an Open House and to Panther Camp prior to attending. Our teachers also partner with our gifted teacher to provide “mock middle school” to give students some level of comfort with the procedures and scheduling that they will encounter when they attend middle school.

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?	
Teachers use data to plan differentiation, intervention, and scaffolded instruction to increase student performance	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
PLC minutes and participation, data meetings, lesson plan review	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?	
All teachers at Ozona will implement the strategy of organizing students to practice and deepen knowledge (collaboration).	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Observation, lesson plans, student work analysis	Administration
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Teachers will appropriately organize and guide groups to work on short and long term complex tasks that require them to generate and test hypotheses.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Observation, lesson plans, student work analysis	Administration



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 working relationship between staff and administration at Ozona is one of collaboration and respect. According to the climate survey, staff feel supported and that the working environment is a positive one. Staff are celebrated often through luncheons, treats, and shout-outs, however, a few comments indicated that more staff recognition would be appreciated. Due to these comments, the recognition of staff members will increase this year through the weekly newsletter, which will include a highlight from classrooms or of an individual support staff member, and through a new ritual “The Bronze OZ” to be given at each faculty meeting. Communication and feedback from staff will continue to improve through surveys and through Outlook 365 Groups and resources.

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.

The master schedule is written to provide collaborative planning time/PLCs for each grade level. Teams are also given two TDE days per year to analyze data, examine standards, and plan collaboratively. In addition to weekly PLCs, each team will be guided through peer observations two times per year.

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?

During the 2016-17 school year, Ozona teachers focused on providing a student-centered learning environment for their students. TDEs were used for professional development including instructional rounds to see each other’s teaching. The outcome of this training has resulted in an increased practice of providing collaborative, hands-on learning experiences for students. The next steps of this learning will be to develop more project based experiences as well as gathering formative assessment data while collaboration takes place.

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?
ELA- Conferring, Adding Rigor	Pre-School	K-5	Teachers will learn and collaboratively plan alongside our cohort of colleagues from Brooker

			Creek El. and Sutherland El. As a result of this training, teachers will better provide standards-based, rigorous experiences for students.
Math- Number Talk	Pre-School	K-5	Teachers will learn and collaboratively plan alongside our cohort of colleagues from Brooker Creek El. and Sutherland El. As a result of this training, teachers will better provide standards-based, rigorous experiences for students
PE- Curriculum/Scale Development, Differentiation and Unit Planning	Pre-School	PE Staff	Teachers will learn and collaboratively plan alongside our cohort of colleagues from Brooker Creek El. and Sutherland El. As a result of this training, teachers will better provide standards-based, rigorous experiences for students
Jan Richardson Guided Reading	1 st semester	3-5	Intermediate teachers will be able to plan and implement effective and differentiated small group reading instruction resulting in an overall increase in ELA learning gains.
Math-Differentiation/Math Journaling	1 st semester	1-5	Teachers will learn formative assessment strategies, including journaling with feedback to plan differentiated lessons.
Sessions of Choice-aligned to DPP	Pro-Ed Days	K-5, Specialists	Best practices will be displayed in areas such as project based learning, student data folders, ongoing progress monitoring, and Marzano High Yield Strategies.
Book Study- What Great Teachers Do Differently””	Ongoing	K-5, Specialists	Understanding of best practices as it relates directly to teacher thinking and behavior.
Conferring With Readers	October 16	K-5	Teachers will learn conferring strategies, including journaling with feedback to plan differentiated lessons.
Restorative Practices	Summer, Pre-School Ongoing	All staff	Reflective discipline resulting in fewer incidents and an overall culture of equity.



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

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

Our family and community involvement at Ozona is very positive and consistently growing through added opportunities and school functions. While in the past year a focus was on “family fun” events, student performances, and recognition programs, this year curriculum based and multi-cultural parent/community events and support will be provided.

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

At Ozona, administration provides information sessions regarding Focus in order to help families access information and grades as needed. In addition to also providing information at SAC, PTA, and curriculum overview nights regarding data and grade level curriculum, teachers also organize student led conferences to help keep families informed. Two curriculum nights (by grade level) will be added this year to include take away and homework strategies.

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 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 type="checkbox"/>	<input checked="" 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?
 Ozona will build relationships with families through curriculum outreach nights, student led conferences, newsletters, and technology so they will be better equipped with the academic resources necessary to help their student achieve academic goals.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Two curriculum evenings will be planned for primary and intermediate parents to receive curriculum information and strategies for at home learning.	Jenny Moncrieff
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?	
Ozona Elementary will further develop our partnerships with Keep Pinellas Beautiful and the Palm Harbor Library to bring educational, conservation, and project based learning experiences to our students and families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
KPB will work alongside our students and families to create an ecolub designed to educate about conservation. This club will maintain our pollinator garden and organize learning opportunities through presentations and research.	Jenny Moncrieff
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: Lisa Cesarini , Dee Brown, Jessica Wood
Percentage of 3 rd – 5 th grade students proficient and higher in ELA will increase from 66% to 75% as assessed by the FSA administered in Spring 2018. Percentage of 4 th and 5 th graders making learning gains will increase from 59% to 70% as assessed by 2018 ELA FSA Assessments. 50% of L25 students will make learning gains by the end of the year.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success

Teacher's utilize IStation (Web-based program, reports, recommended minutes) as a way to differentiate instruction and monitor student progress.	IStation reports
Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction and provide students with specific feedback.	Student Journals, Formal and informal assessments and student gains on module and standardized assessments.
Ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade levels as well as the calendar year. Teachers will use conferring strategies during this independent practice time.	Formative assessment data including conferring notes, teacher observation, observation feedback.

Mathematics Goal	Goal Manager: Missy Yates and Jacqui Hosman	
80% of all students in grades 3-5 will demonstrate proficiency by achieving a level 3 or higher and achieve learning gains of 70% or higher in the area of mathematics as measured by the Spring 2018 FSA. Learning Gains of L25 students will reach at least 50%.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Develop differentiated lessons based on grade level math standards.	MAP – Measurement of Academic Performance Assessments.	
Teachers will utilize ST Math for homework and individual practice in order to monitor progress.	Student progress on MAP and Unit Assessments	
Teachers will implement and utilize high yield instructional strategies to develop number sense, flexibility, fluency, and growth mindset.	Walkthroughs and feedback by administrators and coaches.	

Science Goal	Goal Manager: Christen Wolfinger and Jeanne Knauff	
Percentage of 5 th grade students scoring proficient and higher in science will increase from 77% to 85% by the end of the school year as measured by SSA administered in Spring 2018.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Develop and implement a 5 th grade standards review plan based on data from the 3 rd /4 th grade Review Diagnostic Assessment	In August, teachers will develop an instructional review routine of on-going support in 3 rd and 4 th grade standards.	
Students in grades 3-5 will attend the science lab and complete the pre and post assessments on Unify.	Completion of assessments and data used to identify needs and trends to adjust instruction and identify key vocabulary to be incorporated into gaming weeks.	
Science journaling that includes reflection and teacher feedback will be used throughout each science unit.	Administration will monitor journal activity through 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.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: STEM	Goal Manager: Darren Johnson
Ozona Elementary will maintain five after school STEM Academies to increase access to STEM content for students. One Academy will have a Robotics focus for highest achieving students.	
Actions / Activities in Support of Goal	Evidence to Measure Success
STEM Academy teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.	Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using an engineering design model.
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, April 2016.	Students will apply science, technology, engineering, and mathematic content to construct creative and innovative ideas.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Work toward Bronze Level recognition with the Alliance for Healthier Generation.	Goal Manager: Jessica Downes/Nicola Repetosky
Actions / Activities in Support of Goal	
In 2016-17, school was eligible for national recognition in 3 out of 6 Alliance for Healthier Generation’s Healthy Schools Program Assessment modules.	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.
OBJ: For 2017-18, The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop and action plan for that item(s) by November 2016.	
OBJ: Target for 2017-18 is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	

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

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

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Belinda Atkins
Currently 67% of our African American population are proficient in the areas of ELA, Math, and Science. We will increase that to 75% measured by Spring 2017 FSA.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Teachers will provide an instructional model that ensures rigorous, culturally responsive instruction for all students using assignments aligned to challenging state standards, engagement strategies and student centered practices.	Progress will be measured through MAP data as well as Ongoing Progress Monitoring data collected.

Subgroup Goal (ELL)	Goal Manager:
The percentage of ELL students scoring proficient and higher in the area of ELA will increase from 17% to 50% by the end of the school year as measured by ELA FSA administered in Spring 2018.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Teachers will explicitly teach and develop the language of the content area including vocabulary.	Observation, Monitoring of lesson plans, OPM data collection.

Subgroup Goal (ESE)	Goal Manager: Belinda Atkins
The percentage of ESE students scoring proficient and higher in the area of ELA will increase from 24% to 50% and in the area of math from 30% to 50% by the end of the school year as measured by FSA administered in Spring 2018.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
All ESE Teachers will be trained in SPIRE curriculum to teach foundational literacy and math skills as a pathway to grade level work.	Ongoing Progress monitoring, MAP Data

Subgroup Goal (Hispanic)	Goal Manager: Dee Brown
The percentage of Hispanic students scoring proficient and higher in the area of ELA will increase from 35% to 55% by the end of the school year as measured by ELA FSA administered in Spring 2018.	

Actions / Activities in Support of Goal	Evidence to Measure Success
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Each Hispanic student will be assigned a Check and Connect mentor and will be invited by phone to participate in EL Opportunities.	OPM, MAP Data

Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	12	17	24			53	13%
Students with excessive absences / below 90 %	12	9	9	10	10			50	7%
Students with excessive behavior / discipline**	2	0	0	0	3			5	.7%
Students with excessive course failures**	9	8	3	7	12			39	6%
Students exhibiting two or more Early Warning indicators	0	0	0	0	5			5	.7%

*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.
The number of students absent 10% or more will be reduced from 9% to 5% as measured by end of year attendance data.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Phone calls will be made to students when they reach the 10% mark and for each absence after.	Attendance data
Perfect attendance will be recognized by class on the daily announcements.	Attendance data

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
The number of ODR will be reduced from 39 to 20 as measured by end of the year discipline data (Spring 2018)		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Restorative practices will be the main strategy used to decrease academic and discipline gaps. By using restorative practices, we will reduce the number of suspensions and referrals, thus students will spend more time in class focusing on standards based learning.		Discipline Data
<ul style="list-style-type: none"> Maximize the use of the MTSS Process and the communication of student concerns to instructional staff. Maintain a high level of communication with parents and guardians of students with behavior concerns. Provide behavioral support interventions (PBIP) for student experiences behavior issues.		

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.

Extended Learning plan is designed to provide remediation and extension of learning or to provide enrichment in a multitude of content areas.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: By spring of 2018, our current number of students in grades K-3 performing below expectation will be reduced by 30%. 75% of students in grades 4-5 will make annual learning gains in ELA (FSA 2018) and 70% of students in grades 4-5 will make annual learning gains in the area of Math (FSA 2018).	

Actions / Activities in Support of Goal	Evidence to Measure Success
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Students in grades K-5 who are performing below expectation will be invited to participate in after school ELA tutoring in order to provide additional instruction using IStation computer-based support as well as small group instruction.	Specific data will be collected bi-weekly to assess progress in reading. This data will come from ongoing progress monitoring using DIBELS ORF or NWF probes.
Several options for student enrichment will be offered ranging from STEM and Robotics, Mural Club, Chess, Coding, and Intramural Athletics in order to provide collaborative, enriching experiences to ensure all learners make a year's worth of growth.	Data from MAP will be studied to determine impact of enrichments activities on a quarterly basis.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	50	% with advanced degrees	32%
% receiving effective rating or higher	75%	% first-year teachers	4%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	6%
% certified in-field**	100%	% with 6-14 years of experience	42%
% ESOL endorsed	92%	% with 15 or more years of experience	48%

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

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

Ozona Elementary School will continue to exhaust all resources to recruit highly qualified instructors to ensure our mission of preparing our students for high school, college, career, and life is accomplished. Teachers new to the district and to Ozona will participate in a mentoring program designed to provide support, coaching, and motivation to deliver quality instruction.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Terri	Davis	White	Business/Community
Belinda	Atkins	White	Principal
Kiki	Kontodiakos	White	Business/Community
Jordie	Teig	White	Teacher
Maureen	Day	White	Teacher
Lisa	Cesarini	White	Teacher
Michelle	Rogers	Black	Parent
Steven	Marcinek	White	Parent
Nicole	North Rodriguez	Hispanic	Parent

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson: Nicola Repetosky
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Please state the days / intervals that your team meets below.
MTSS Team meets each Wednesday.

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.

\$3500- Allocated to provide additional time to Leveled Literacy Intervention Team
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\$1200- Books and Materials provided to classroom teachers for professional development and classroom use.
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