



# School Improvement Plan 2017-18

## Paul B. Stephens ESC

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



# Vision and Direction

## School Profile

<b>Principal:</b> Deborah Thornton	<b>SAC Chair:</b> Matthew
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	Educate and prepare each student for a life with purpose.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
193	3% (6)	14% (26)	13% (25)	0% (0)	83% (160)	0% (1)

<b>School Grade</b>	<b>2017:</b> Select	<b>2016:</b> No Grade	<b>2015:</b> No Grade	<b>Title 1 School?</b> <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	4%	N/A	3%	N/A	0	N/A						
Learning Gains All	N/A								N/A		N/A	
Learning Gains L25%	N/A								N/A		N/A	

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Deborah	Thornton	FT	Less than 1 year
Assistant Principal	Lori	Godek	FT	Less than 1 year
Instructional Coach (Literacy)	Cynthia	Rekort	FT	11-20 years
Teacher Leader	Brian	Singler	FT	11-20 years
Teacher Leader	Dawn	Southers	FT	4-10 years
Teacher Leader	Donna	Kane	FT	11-20 years
Teacher Leader	Melissa	Poteet	FT	4-10 years
Other (Physical Therapist)	Ileana	Liss	FT	11-20 years
Other (Behavior Specialist)	David	Shields	FT	1-3 years
Other (Behavior Specialist)	David	Schmitt	FT	1-3 years
Other (Behavior Specialist)	Nancy	Clawson	FT	4-10 years
Other (Behavior Specialist)	Heather	Beard	FT	4-10 years
Other (Speech)	Mary Kate	Jones	FT	1-3 years

Other (VE Specialist)	Mandy	Levy	FT	4-10 years
Other (Associate)	Carrie	Szurly	FT	4-10 years
<b>Total Instructional Staff:</b>			<b>Total Support Staff:</b>	



## 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).

Paul B. Stephens School is dedicated to providing a safe, secure and healthy environment with supports and interventions that are adapted to the specialized needs of students who have significant cognitive disabilities. Students are served in ASD, SVE or PVE classes. School-wide guidelines for success (STAR) expectations and visual guides for the Incredible 5-Point Scale are to be posted throughout the school and staff will integrate them into behavioral interventions. All classrooms are expected to incorporate behavior monitoring curricula such as Superflex, Classroom DOJO or Brainworks into the daily routine to help students’ development their self-monitoring skills.

To address the disruptive behaviors associated with some of our students we have developed and implemented behavior plans. Of our 193 students, 46% (89) have a Functional Behavior Assessment/Positive Behavior Intervention Plan. 90% of our students with autism (ASD) and 23% of the students with supported varying exceptionalities (SVE) have an FBA/PBIP. Behavior data is used to make decisions regarding individual students, as well as school wide, behavioral strategies. A team of four behavior specialists creates and updates the FBA/PBIPs, and is expected to review the preventative, intervention and reinforcement strategies with classroom staff and provide additional support through behavioral intervention on an as-needed basis.

Paul B. Stephens has a trained crisis team made up of the four behavior specialists and other key personnel in the building, who will maintain CPI Level I and II certification. They are trained to respond to situations which pose an imminent threat of injury to students or staff.

Because of the specialized medical needs of the students at Paul B. Stephens, a full-time team of four nurses provides services to approximately 100 students daily through medication delivery and various treatments. Our Safety Committee meets on a monthly to identify preventative strategies to improve safety and potential environmental and procedural safety risks.

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

School-wide guidelines for success (STAR) expectations and visual guides for the Incredible 5-Point Scale are to be posted throughout the school and staff will integrate them into classroom behavioral interventions. Staff continue to work on Tier One supports to make sure they are appropriate for each exceptionality. Behavior specialists work with the teachers to modify the Tier 1 guidelines of success to meet the needs of their students. Each classroom teacher is expected to hand in a classroom management plan describing their process for modeling and teaching and reinforcing expected behaviors. To assist with classroom processes and transitions the teachers reference STOIC and MAC (Modes of Augmentative Communication) processes. Daily communication logs are sent home identifying areas of success and areas for improvement. Behavior data, as well as administrative evaluations, will be used to monitor the implementation and effectiveness of modified school-wide expectations in individual classrooms.

Behavioral data showed that black students’ behavior was commensurate with the behavior of their non-black peers. During the 2015-2016 school year, black students made up 11% of the student population and

earned less than 2% of the behavior referrals. During the 2016-2017 school year, black students made up 13% of the student population and earned 7% of the behavior referrals. Behavior data will continue to be monitored to ensure that behavior expectations are being implemented equitably across racial lines. As of May 22, the behavior team responded to 2,640 behavior calls. Key interventions used to address these behaviors were antiseptic bounces/breaks which accounted for 5% (148) of the calls and in-class/transition support to increase time on task which accounted for 21% (561) of the calls. Out of class interventions such as time-out cool off or completing compliance tasks in the behavior suite/sensory room were used as interventions for the remaining calls 74% (1931). 51% (1346) of all the calls were to address aggressive behaviors. All staff are trained in Non Violent Crisis Intervention to ensure we proactively respond to students behaviors and identify specific practices of intervention aligned to exceptionalities and diagnosis.

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.

To facilitate a seamless multi-tiered system of supports (MTSS), the academic and behavior MTSS teams will remain combined into a single, multidisciplinary MTSS team. The MTSS team will use behavioral and academic data to identify trends and evaluate supports to ensure that they meet the needs of all students. Pertinent data examined will include pending FSAA scores, learning target progress monitoring assessments, communication matrix levels, ABR (behavior referrals) summaries and restraint and seclusion reports. We will continue our collaborative planning, across programs and levels, to unpack state standards and design curricula which accommodate the variety of exceptionalities within the student population. We will continue to provide behavioral and crisis intervention training to increase an understanding of the specific nature of the students' exceptionalities and promote differentiation of teaching and behavioral strategies based on student needs. MTSS monitors monthly behavior support calls that is aggregated by gender, race, grade level, exceptionalities and types of calls (aggression, non-compliance, elopement and disruption). Data is also aggregated by classroom teacher and the behavior team to determine trends. Individual grade level teams will convene monthly to review data and identify specific students that need a more intense level of problem solving and intervention. The behavior team meets weekly with administration to ensure interventions are supported and working efficiently at all tiers. Teams meet monthly to discuss specific students and any tiered supports needed to ensure success.

**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?

Paul B. Stephens provides the most intensive setting and level of supports for each of our students. During IEP meetings and FBA review meetings, multi-disciplinary teams meet with parents to set goals for student achievement and assess students' current progress. When students are having difficulty, child study teams are scheduled to discuss what interventions and strategies are in place and what additional supports can be implemented.

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).

School-wide behavior data is collected and analyzed monthly. Data is aggregated by grade level, ethnicity, exceptionality and gender to determine trends. Student progress is monitored to determine if interventions are successful or adjustments are needed. Due to our students' significant cognitive disabilities and their

unique needs the district does not provide information and data for our students. Paul B Stephens has created databases to address our specific needs to track behavior in all areas of the school. As we strive for closer alignment between the Florida Standards Access Points and our instruction, we developed a progress monitoring assessment measures students learning gains on each instructional target identified in the district ESE Pacing Guide.

**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?

The School based leadership team (SBLT) meets bi-monthly and reviews school wide instructional trends via walk through data. As the educational leaders in the school, **SBLT/ MTSS**, which includes members of the School Based Leadership **Team** has provided a variety of behavioral and academic training opportunities to staff including CPI, TEACCH, Communication Matrix and strategies, Augmentative Communication, Florida Standards with Access Points, Collaborative Planning, Marzano strategies and data analysis. We have created lesson plans that align to the district ESE Pacing Guide for our Access ELA and Math courses to ensure rigorous instruction that aligns to the Access Points.

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

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Reduce the number of behavior calls school wide by 5% or more by May 2018 as measured by the number of calls generated. During the 2016-2017 school year, a total of 2,640 behavior support calls were generated.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Aggregate the behavior data to identify specific trends.	Behavior Team/SBLT
Present social skills on the daily STAR News broadcast	Technology Specialist Behavior Team
Develop a Positive Behavior Supports handout	Behavior Team
Provide new teachers and teachers in targeted classrooms with TEACCH strategies to implement in their classrooms.	Behavior Team
Provide training for staff on Restorative Practices.	Principal
Provide three hours CPI training for staff who need refreshers. New staff who have not had CPI will take the 6 hour CPI course	Pro-Ed Facilitator/ Principal
Implement and review Functional Behavior Assessments and adjust interventions as needed for individual students.	Behavior Team
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
During the 2016-2017 school year, black students generated 7% of the behavior calls and they represent 13% of the student population. The goal is to reduce the number of behavior calls generated by black students from 7% to 5% or less by May 2018 as measured by monthly behavior support call logs.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop a Positive Behavior Supports Handbook to include culturally responsive and disability specific intervention strategies and train staff on the handbook.  All students, black and non-black at Paul B Stephens have significant cognitive disabilities, behavior challenges and emerging communication skills which impacts their behavior.	Behavior Team
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
N/A	
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?

Our successes are that our teachers utilized the district developed Pacing Guides for ELA and Math to develop lesson plans that align to K-12 state standards/access points. They also developed science Pacing Guides that will be utilized for lesson planning in science next year. Collaborative planning PLC’s have been formed to provide opportunities for lesson planning with peers. Instructional staff have had training on collaborative planning and opportunities to lesson plan. Collaborative planning and lesson plan documents have been reviewed and feedback provided. Because our district does not have a progress monitoring source for our teachers to use to progress monitor, we developed an assessment aligned to the state standards/access points which will be implemented during the 2017-18 school year.

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?

During the last school year, our teachers implemented lessons based on the district ESE ELA and Math Pacing Guides. Science instruction requires an increase in rigor which will be accomplished by the teacher’s utilizing the newly created Science Pacing Guides for their lesson planning. Last year’s assessments only measured levels of student prompts and teacher implementation of the lesson plans. This year, we will utilize the newly created assessments to ensure we have data on the student’s learning gains.

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.

Last year’s assessments only measured levels of student prompts and teacher implementation of the lesson plans. This year, we will utilize the newly created assessments to ensure we have data on the student’s learning gains regarding state standards/access points. Teachers will begin collecting their progress monitoring data on the learning targets identified for ELA and Math. The data will be analyzed to identify students who have not made learning gains. Coaching is provided to those teachers to address student

learning. Teachers have been utilizing their goals and scales to monitor the student's exposure to the standards.

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).

The IEP process is used to establish plans for supporting students as they transition from one grade band level to the next. Articulation occurs between teachers and staff as students transition from one teacher and/or grade band to the next. Student IEP goals, communication matrices and high school portfolios are available for all instructional staff to review as students move from teacher to teacher.

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

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will receive professional development on <i>identifying critical content based on the Florida standards/access points</i> and will increase the implementation of that strategy by 5% during the 2017-18 school year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected during Walkthroughs, informal and formal observations and coaching observation. Data will be analyzed during monthly review of the percentage of teachers at Developing or above on Element 4 using iObservation	Administrators, InD. Coach
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will receive professional development and just in time coaching on <i>helping students practice skills, strategies, and processes</i> by 5% during the 2017-18 school year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected during Walkthroughs, informal and formal observations and coaching observations. Data will be analyzed during monthly review of the percentage of teachers at Developing or above on Element 9 using iObservation.	Administrators, InD. Coach
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



**Collaboration for Professional Growth**

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

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

Our school survey scores in this area range from 3.9 to 4.52. An area for growth based on the survey is in the area of “Our schools leaders provide opportunities for our stakeholders to be involved in the school.” To support growth in this area we will update our website and include all informational fliers in the “peach jar” so parents can more readily access those materials. We will also invite all instructional staff to attend our MTSS meetings and provide them with those minutes. Staff will have the opportunity to provide feedback on key school initiatives during monthly staff meetings and weekly PLC’s.

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.

Professional development was provided in 2016-2017 focusing on collaborative planning during lesson planning and the integration of Marzano strategies into instruction. Grade band teams were developed to support the collaborative planning process during PLC’s and common planning time. Data chats will continue to be held during common planning time to review grade level data. Teams will meet weekly for focused PLC’s and academic planning sessions.

 **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?

Professional development was provided in 2016-2017 focusing on collaborative planning during lesson planning and the integration of Marzano strategies during instruction. During the collaborative planning PLC’s, grade band teams created ELA and Math lesson plans that align to the district ESE Pacing Guides. Those lesson plans and supplemental materials were put on the InD Reading/Literacy Plus elearn site so they could be shared by the teachers at both InD Centers. This year our teachers will continue the Collaborative Planning process during PLC’s as they refine a newly created Science Pacing Guide that will inform their science instruction. We will also train teachers on newly created progress monitoring assessments for ELA and Math that align to the learning targets. Planning will also occur to align functional and life skills lessons to the access pacing guides as we move toward integration of real world activities.

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?
Access Standards based instructional planning	Summer ongoing	Teacher	Creation of ELA and Math lessons and progress monitoring assessments aligned to targets



Curriculum Training	Pre-School	Teachers	Ability to use the progress monitoring tools to guide standards-based instructional planning
Environmental Communication Training	During school year	Multidisciplinary team/Teachers	To expand the work that the team has been doing in 2016-2017
Reading Curriculum Training	During School Year	Elem and MS ASD and SVE teachers	To effectively implement relevant reading curriculum
Marzano strategies – focus chunking and Identifying Critical Content	During school year	All instructional staff	To continuously improve teacher demonstration of the elements of effective teaching practice.
Implementing learning goals and scales	During school year	All instructional staff	More comprehensive implementation throughout instruction



## 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).

An area of growth for us on the survey is “In our school, all school personnel regularly engage families in their children’s learning progress.” At our Open House in the fall, we will explain the requirement for standards based instruction. We will have teachers provide parents with a learning target overview that will be sent home every grading period with connections to at home activities that support the learning targets. The results of student progress monitoring on the learning targets will be provided to parents every 9 weeks and at each student’s IEP meeting. Daily Notes are sent home for each student to allow for regular communication between staff and families. School messenger will be utilized to inform families of important dates and school wide learning activities.

**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 our Open House in the fall, we will explain the requirement for standards based instruction. We will have teachers provide parents with a learning target overview that will be sent home each grading period. The results of student progress monitoring on the learning targets will be provided at each student’s IEP

meeting. During IEP meetings student data is shared and explained with parents for both academic and behavior goals. Progress reports detailing progress on IEP goals are sent home with report cards.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

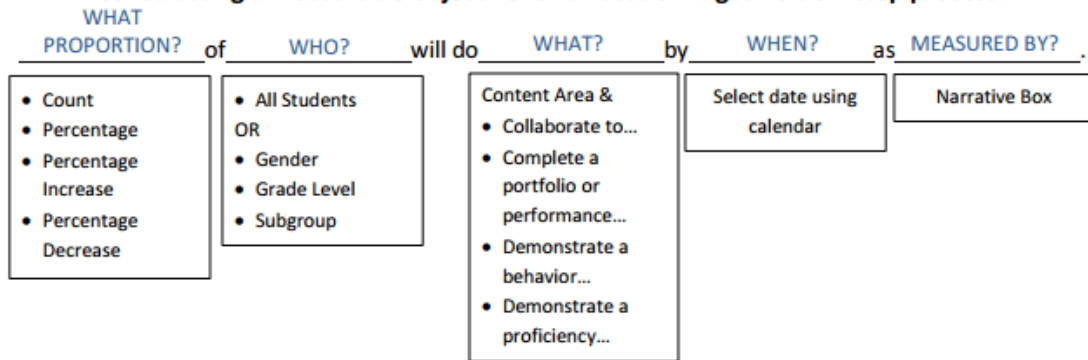
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
We will increase the number of resources provided to parents so they are able to support their child's academic growth by 5% during the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will explain the requirement for standards based instruction at open house.	Administration
We will have teachers provide parents with a learning target overview that will be sent home very grading period.	InD Coach and Case managers
The results of student progress monitoring on the learning targets will be provided at each grading period and at each student's IEP meeting.	Case Managers
<b>Goal 2:</b> What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Teachers will increase the number of home visits with at least 10% of their students' families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Training for conducting home visits.	Social Worker/Administration
Support of the behavior team, social worker or other support staff.	

<b>Optional Goal:</b> 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.



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Deborah Thornton, Lori Godek, Cindy Rekort
At least 5% of students will increase their ELA score by 5 points or more as measured by a comparison of the 2017 to 2018 FSAA (Florida Standards Alternate Assessment).	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Develop a pre/post survey to determine what percent of teachers utilize the communication matrix report as a tool to develop their students IEP goals. Survey results will be used to drive future Professional Development.	Utilize baseline data from survey to determine training needs related to the use of the Communication Matrix Report.  Communication strategies referenced in student IEPs are observed during instruction.

Progress Monitoring for ELA learning targets will occur once every grading period to determine student progress towards Florida Standards Access Points.	Progress monitoring utilizing the new assessments tools and to plan aligned instruction.  School Team Data chats held after each data collection period.
Implement Reading Curriculum (PCI/Edmark) for targeted ASD and SVE Elementary and Middle School students.	Student data on reading curriculum will be monitored to guide & plan for instruction.
Teachers will monitor student progress and their own instructional practices through their Collaborative Planning, formative assessments with analysis at PLCs and utilization of Marzano's Instructional Framework.	PLC Minutes
The Administrative team members will conduct walk-throughs, as well as informal, and formal observations of instructional practice.	Provide feedback to staff on instructional practice.
Training will be provided for teachers on the use of the Marzano's Instructional Framework with focus on our key strategies.	Marzano key strategies will be observed and demonstrated during instruction.

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Deborah Thornton, Lori Godek, Cindy Rekort
At least 5% of students will increase their MATH score by 5 points or more as measured by a comparison of the 2017 to 2018 FSAA (Florida Standards Alternate Assessment).	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Develop a pre/post survey to determine what percent of teachers utilize the communication matrix report as a tool to develop their students IEP goals. Survey results will be used to drive future Professional Development.	Utilize baseline data from survey to determine training needs related to the use of the Communication Matrix Report.  Communication strategies referenced in student IEPs are observed during instruction.
Progress Monitoring for Math learning targets will occur once every grading period to determine student progress towards Florida Standards Access Points.	Progress monitoring utilizing the new assessments tools and to plan aligned instruction. School Team Data chats held after each data collection period.

Teachers will monitor student progress and their own instructional practices through their Collaborative Planning, formative assessments with analysis at PLCs and utilization of Marzano's Instructional Framework.	PLC Minutes
The Administrative team members will conduct walk-throughs, as well as informal, and formal observations of instructional practice.	Provide feedback to staff on instructional practice.
Training will be provided for teachers on the use of the Marzano's Instructional Framework with focus on our key strategies.	Marzano key strategies will be observed and demonstrated during instruction.

<b>Science Goal</b>	<b>Goal Manager:</b> Rekort, Thornton, Godek
At least 5% of students will increase their SCIENCE score by 5 points or more as measured by a comparison of the 2017 to 2018 FSAA (Florida Standards Alternate Assessment).	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
Staff will integrate the use of the Scientific Method throughout lessons leading to the implementation of a class experiment that culminates in the Annual Science Fair	Classroom "STEMagination Fair"
The school will continue to administer pre and post tests for the scientific method. Pre-test is given at beginning of the school year and the post test will be given as the final activity of the science fair.	Evaluation of data from 16-17 to 17-18 will show an increase from 37.1% to 40.0% on the student scoring average that is based on the scientific method student response of the correct answer the first time when given three choices.
Teachers will be trained to use the Science Pacing Guide to inform their instruction.	Standards based Access Points are addressed in the Science pacing guide and will be included in teachers Flow of the Week.

**Other School Goals\* / Use Only as Needed**

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

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

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Healthy Schools Goal	<b>Goal Manager:</b> Staci Vereb
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level. And then develop an action plan for that item(s) by November 2017.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

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

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

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
At least 5% of black students will increase their MATH and ELA scores by 5 points or more as measured by a comparison of the 2017 to 2018 FSAA (Florida Standards Alternate Assessment).	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Provide new teachers and teachers in targeted classrooms with TEACCH strategies to implement in their classrooms.	TEACCH structure evident in classrooms
Provide training for staff on Restorative Practices.	Restorative Practice Training sign-in
Provide training on culturally responsive and disability specific teaching strategies.	Strategies observed and implemented in classrooms

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
N/A	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
100% of our students are ESE so they are not a subgroup.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
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<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	

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### 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 6th	School Totals	
							#	%*
Students scoring at FSA Level 1 (ELA or Math)	N/A	N/A	N/A	N/A	N/A	N/A		
Students with excessive absences / below 90 % (10 or more)	5	4	11	5	2	9	See below	See below
Students with excessive behavior / discipline**	0	0	0	0	0	0		
Students with excessive course failures**	N/A	N/A	N/A	N/A	N/A	N/A		
Students exhibiting two or more Early Warning indicators	0	0	0	0	0	0		

Early Warning Indicator (Number of students by grade level)	Grade 7th	Grade 8th	Grade 9th	Grade 10th	Grade 11th	Grade 12th	School Totals	
							#	%*
Students scoring at FSA Level 1 (ELA or Math)	N/A	N/A	N/A	N/A	N/A	N/A		
Students with excessive absences / below 90 % (10 or more)	8	5	10	8	7	30	104	53%
Students with excessive behavior / discipline**	0	0	0	0	0	0		

Students with excessive course failures**	N/A	N/A	N/A	N/A	N/A	N/A		
Students exhibiting two or more Early Warning indicators	0	0	0	0	0	0		

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

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school 10% or more by 5%. During the 2016-2017 school year 72 students missed 18 or more days.		
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>	
Child study team meets bi-monthly to review students that have been absent 10% or more and look at trends of why students are not attending. The team will develop interventions based on this data.	Individual intervention plans School Data sheets CST minutes	
Teachers will contact parents after identified students are absent two days in a row and document the reason in Focus under parent contact. They will also make families aware of the importance of attending school everyday.	Administrators will check FOCUS to review documentation of parent contacts bi-monthly	
The Child Study team will review Student Attendance Logs for student with excessive absences (10 or more days) to determine next steps and create a tiered level of interventions. (Hospital Homebound, Social Worker intervention, Wrap around Services)	CST Monthly Report, Child Study Team minutes	

**EWS - Discipline**



<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
There were no students who were identified in the Early Warning System as having had excessive referrals		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
N/A		

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

**EWS – Academic Intervention**

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

Describe your academic intervention supports here.
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<b>Early Intervention / Extended Learning Goal</b>		Please ensure that your goal is written as a SMART goal.
N/A		

<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	42	% with advanced degrees	
% receiving effective rating or higher	93	% first-year teachers	
% highly qualified (HQT)*	100	% with 1-5 years of experience	
% certified in-field**	99	% with 6-14 years of experience	
% ESOL endorsed	100	% with 15 or more years of experience	

\*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.

Pinellas County School District has processes in place which assures all schools recruit highly qualified teachers. Paul B Stephens interviews all prospective candidates by a team comprised of teachers from which the grade level is being filled. First year teachers are paired with a mentor. When filling a position for a specific exceptionality, SVE, PVE and ASD. Paul B. Stephens looks for candidates that have experience in working with students with those disabilities.

**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Matt	Moskalczyk	White	Business/Community
Christine	Small	White	Parent
Filomena	McDonald	Hispanic	Business/Community
John	Evans	White	Business/Community
BJ	Hill	White	Business/Community
Joyce	Vitraelli	White	Teacher
Letha	Wilcher	Black	Support Employee
Ileana	Liss	Hispanic	Other Instructional Employee
Deborah	Thornton	White	Principal
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
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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: Principal
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SBLT/MTSS meets on every other Tuesday. Usually twice a month

**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.

TDE's will be used to collaborate with the other 60+ InD centers across the state and the Florida ACCESS Project to increase our knowledge of best instructional practices to ensure academic success of students on access points.
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