



School Improvement Plan 2017-18

Safety Harbor Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Cecilia Palmer	SAC Chair: Jill Beiter
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School Vision	The Vision of Safety Harbor Elementary School is 100% student success. Success happens for <u>each</u> student and together, everyone achieves more.
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School Mission	The Mission of Safety Harbor Elementary School is to work together as a team to help <u>each</u> student reach his or her highest level of social, physical and academic achievement and become productive, well-rounded citizens.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
635	2	10	15	5	68	0

School Grade	2017: A	2016: B	2015: B	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	63	63	71	73	67	55						
Learning Gains All	60	59	72	76								
Learning Gains L25%	51	38	57	47								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Cecilia	Palmer	FT	1-3 years
Assistant Principal	Amy	Stewart	FT	4-10 years
Behavior Specialist	Ryan	Szabo	FT	4-10 years
School Counselor	Emily	Yowler	FT	1-3 years
School Psychologist	Vanessa	Ivery	PT	1-3 years
School Social Worker	Emily	Durden	PT	4-10 years
Total Instructional Staff:	50		Total Support Staff:	22



School Culture for Learning

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

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Safety Harbor Elementary School takes pride in providing a safe, secure and healthy learning environment. Classroom culture building, Principal Multicultural Club and monthly assemblies focus on Commitment to Character and student success. Classroom teachers conduct student surveys and create classroom expectations collaboratively in order to build relationships. Expectations are communicated with parents. In addition, Safety Harbor Elementary school:

- Utilizes consistent school wide Sea Turtle Trait expectations, which are posted and communicated, based on Commitment to Character (Safety First at Safety Harbor, Respect, Responsibility and Ready to Learn) with a focus on growing empathy amongst staff and students
- Utilizes Classroom and School-wide Behavior Plan (4,3,2,1)
 (4 – Exceeds Expectations, 3 – Meeting Expectations, 2 – Needs Improvement, 1 – Unacceptable Behavior)
- Utilizes the 4Hs (Greeting option by student with teacher/staff to include Handshake, Hug, Hello, High-Five)
- Utilizes Progressive Discipline Plan
- Utilizes minor behavior report and office referral forms aligned to Sea Turtle Trait expectations
- Utilizes integration of Restorative Circles to monitor classroom and site-based climate and as a means of building community campus wide.

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?

As a school team Safety Harbor Elementary

- Defined, consistent and communicated processes amongst site-based leadership and staff
- Planned for and implemented classroom meetings utilizing Restorative Circles (introduce and review site-based expectations; what it looks like, sounds like, feels like; foster/monitor classroom culture and relationship building)
- Implements and communicates bullying and harassment procedures and district expectations to all stakeholders (Including the definition of bullying and harassment (what it is and what it is not), reporting expectations, reporting procedures and defined/communicated follow up process)
- Educate students and families about bullying and harassment
- Daily communication to families of student behavior levels via agenda books
- Classrooms celebrate monthly commitment to character traits at all grade levels (Character Assembly)
- Biweekly review of behavior data collection
- Monthly Character Committee meetings to involve stakeholders in decision making
- Calendared Restorative Practice Professional Development for leadership team and staff

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.

MTSS expectations, processes and resource maps are shared during pre-school with applicable staff members (instructional staff, and other relevant stakeholders) by the School Based Leadership Team as trained in Restorative Practices (including School Counselor, School Psychologist, Behavior Specialist, Social Worker). Resources for progress monitoring and a current list of tiered students are provided at the start of the school year to ensure instructional staff awareness. Data collection is centrally located in a shared folder on One Drive and easily recorded, graphed and referenced. A monthly review of graphed ongoing progress monitoring data is conducted in addition to regularly scheduled data chats with teachers to ensure the success or revision of academic interventions. A school wide focus on character education including Book of the Month, Monthly Sea Turtle Character Assemblies, Principal's Multicultural Club, Student Council and K-Kids will assist in integration of social/emotional supports with academics.

Gradual integration of Restorative Practice Systems beginning with staff modeling and sharing of applicable resources (i.e., Circle Scenario Template).

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?

All classroom teachers will maintain ongoing student achievement records for Progress Monitoring for Tier II and Tier III students, whether academic or behavior. Students are identified as meeting, exceeding or deficient in meeting expectations. Identified students are discussed at the grade level team PLC to develop initial intervention strategies to be implemented and monitored. Students that continue to be deficient are discussed at the School Based Leadership Team (SBLT) meeting for additional strategies for intervention and Progress Monitoring. School Services Team (Behavior Specialist, School Counselor, Social Worker, School Psychologist) will assist and support teachers through the MTSS process. Continue site-based mentoring program (Turtle Time).

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).

Student progress is monitored by classroom teachers and discussed through weekly grade level PLC's. The overall student performance is shared with the SBLT during regularly scheduled data chats. Weekly SBLT meetings focus on the progress of overall school data related to academics, behavior and attendance. Students in need of further intervention are provided with additional supports and further monitored. Bi-monthly 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. Utilize attendance codes for this purpose.

Progress is monitored through the use of various data sources:
School Profiles, Performance Matters, iStation, ST Math, DecisionEd, MAP Testing

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?

-School Based Leadership Team ensures all stakeholders maintain high expectations for all students by conducting regularly scheduled data chats (including beginning of the year individual student need analysis

based on previous year's end of year performance) and identifying students in need of additional support, differentiation and progress monitoring. Additionally, weekly lesson plans are reviewed through Planbook.com to monitor differentiation, grade level collaboration, and evidence of culture building through planned and implemented classroom meetings gradually incorporating restorative circles.

- Professional Development focusing on Marzano DQ 2,3 and 4 with an emphasis on elements crossing the line of rigor
- Classroom Walkthroughs and Observations are conducted
- ERELM: Reading support during the school day and Extended Learning Program (before or after school) support for students in need of reading and/or math support
- Cross grade level articulation
- Instructional staff identified as needing support will be provided content coaching above and beyond planned school based professional development for core and/or differentiated instruction

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?	
Goal: By Spring of 2018, increase parent and student perception by 8% as related to overall classroom communication/culture/climate as measured by the AdvancED survey results.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
-Deepen Commitment to Character -Continue Student Ambassador Program (implemented 2016-17 school year) to welcome new students throughout the school year -Implement routine classroom meetings through Restorative Circles -Take advantage of Community Outreach opportunities to improve school and community relationships	Cecilia Palmer, Amy Stewart, Emily Yowler, Michelle Merz, Ryan Szabo, Classroom Teachers
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: According to the 2016-2017 end of year FSA data the learning gap as compared between Black and Non-Black students was: ELA (Meeting Expectations: Black 38% White 68% Multiracial 56% and Hispanic 46%) Math (Meeting Expectations: Black 40% White 76% Multiracial 61% and Hispanic 62%)	
By Spring of 2018, the goal is to reduce the learning gap between Black and Non-Black students by increasing FSA ELA proficiency rates by 12% and increasing FSA Math proficiency rates by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase use of culturally responsive instructional and/or behavior management strategies which in turn, will decrease the number of perceived behavior incidents. Focused planning to include 6M's (with a specific focus on movement, music and mouth). Identify and calendar Professional Development aligned to the goal – Restorative Practices and maintaining a focus on cultural competency. School Based Leadership Team will consistently monitor reported incidences through school profiles and determine potential inequities amongst our student population.	Cecilia Palmer, Amy Stewart, Ryan Szabo, Emily Yowler, Vanessa Ivery
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?

AdvancED Stakeholder Survey results indicate that Safety Harbor Elementary school leaders communicate an expectation that staff members hold all students to highest academic standards, multiple assessments are provided to help determine student's needs, and teachers use a variety of activities to support student learning.

In reviewing academic performance data, Safety Harbor Elementary exceeded district and state averages on 3rd-5th state assessments as well as 1st-2nd SAT 10. Additionally, 2016 to 2017 FSA/FCAT/SAT 10 data indicates an increase in student performance in the following areas:

FCAT Science 55% to 67% at Level 3 or above

FSA ELA Learning Gains 59% to 60%

FSA ELA Learning Gains (Lowest 25%) 38% to 51%

FSA Math Learning Gains (Lowest 25%) 47% to 57%

SAT 10 1st Grade ELA 63% to 76% (Total Reading)

SAT 10 1st Grade Math 86% to 91% (Total Math)

Overall School Grade? A

Below are examples of Safety Harbor Elementary practices to support the alignment of instruction to state standards, increase rigor, and student engagement:

- Dedicated planning time during PLCs
- Developing and implementing performance scales aligned to standards
- Students tracking individual performance/progress (student/teacher data chats)
- Collaboration and planning for rigor, engagement and instruction (grade level, planbook.com, 6M's of Culturally Responsive Instruction)
- Aligning district provided resources as it relates to test specifications and standards (curriculum guides, district coaches, professional development)
- Student recognition of academic growth and achievement (student/teacher data chats)
- Implementation and monitoring of best instructional practices as aligned to standards, rigor and student engagement (Marzano framework)
- Increase in focus on content area vocabulary

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?

In aligning instruction to state standards and increasing rigor and student engagement, key areas for improvement as indicated by our AdvancED Stakeholder Survey include Individualizing instruction, providing timely feedback and increasing student centered learning and engagement.

Key areas of improvement can be addressed through some of the following examples:

- Increasing student centered learning/conversation versus teacher driven learning (decrease teacher talk)
- Increase cognitive student engagement as related to Turn and Talk opportunities

- Increase rigor through planned higher level questioning, strategic thinking and reasoning, extended learning through project-based experiences (DQ3 and DQ4) supporting the focus on identifying critical content (Marzano Framework)
 - Planned for and implemented differentiation (UDL – Universally Designed Learning)
 - Improving data chat processes by frontloading grade level data for PLC and focusing on individual student performance
 - Inclusion (as determined and when appropriate) and increased communication amongst classroom and non-classroom teachers
 - Continue increasing the number of L25 students achieving learning gains in ELA and Math
 - Increasing the number of minority students achieving proficiency
 - Continued use of performance scales/learning boards
- Data considered includes state/district assessment results, monitoring of district provided data, progress monitoring (i.e. iStation) as well as classroom observations and results as related to the Marzano appraisal model

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.

- Schedule and facilitate grade level data chats including non-classroom teachers (VE Resource, ELL, etc.)
- Analyze student performance on multiple assessments (common assessments, OPM, formative assessments and state assessments)
- Using formative assessments aligned with each level of the performance scale (evidence-based)
- Modify/differentiate instruction/intervention based on student performance

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).

- Utilizing curriculum guides to plan instruction and maintain pace
 - Implement performance scales to guide instruction
 - Formative assessment to drive instruction
 - Cross grade level articulation and with middle school staff
 - Inclusion (when determined and as appropriate)
 - Provide Extended Learning Program for identified students in need
 - Transition to Kindergarten: Yearly, site-based scheduled event
- Communicating with middle school to make families aware of academic options and scheduling
 - Mock Middle School
 - Host Robotics Club
 - Mandarin Club to promote language immersion programs at the middle school level

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 school-wide focus on aligning the level of rigor to standard-based instruction as it relates to instruction, tasks and assessments.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Data will be collected through informal and formal processes (i.e., lesson planning, data collection checklist, walkthroughs, informal/formal observations).	Cecilia Palmer, Amy Stewart
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 implementation of culturally responsive instructional strategies (6M's) with a focus on Music, Movement and Mouth.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected through informal and formal processes (i.e., data collection checklist, walkthroughs, informal/formal observations).	Cecilia Palmer, Amy Stewart
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.

AdvancED Stakeholder Survey results indicate that Safety Harbor Elementary teachers work as a team to help students and leaders support an innovative and collaborative culture.

In an effort to continue to support academic growth, professionalism and collegiality, leadership will continue to:

- Recognize and encourage teacher leadership and leadership opportunities
- Maintain transparency and inclusiveness of all staff members in decision making (Collaborative monthly Leadership Team Meetings)
- Maintain a master schedule which provides common planning times
- Maintain a meeting and duty schedule that limits interruptions to planning time

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.

- Maintain a weekly scheduled PLC time for every grade level allowing for collaboration among classroom and non-classroom staff members that support subgroups
- Maintaining accountability for topics of collaboration (Curriculum planning, data analysis, formative assessment development, addressing academic/behavior concerns/successes via a PLC Notes Form)
- Administrators attend, support and respond to topics raised in PLC meetings

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?

2016-17 Professional Development Focus
 -Math: Number Talks
 -Language Arts: Reading Units of Study with unit planning support (Kindergarten, 1st and 2nd grade)
 -Cultural Competency: Trauma Informed Care, 6M’s
 -Science: Coach with unit planning support

Safety Harbor Elementary Science performance data, based on spring 2017 FSA results, shows a 12% increase in students scoring a Level 3 or above respectively. Additionally, increased learning gains for our lowest 25% (ELA – 13% and Math – 10%).

Next steps include furthering professional development opportunities designed to address stagnant ELA scores across all grade levels and continue to increase overall performance in Math and Science.

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?
Reading Units of Study	Summer, Pre-School, School year	Grade K-5 Teachers	With the support of district coaches and Teacher’s College Coach, teachers will gain a deeper understanding of implementation for our new reading units.
Math Teacher Leadership Institute Training	Pre-School, School Year	Grades K-5 Teachers	More rigorous, problem solving tasks for students.
Number Talks	Pre-School, School Year	Grades K-5 Teachers	Continue and widen consistent implementation of the Number Talks structures
Learning Boards	Pre-School, School Year	Grades K-5	Teachers will implement learning boards to help students increased their ability to identify critical content and assess their level of understanding.
Restorative Practice	Pre-School, School year	Grades K-5	With the support of district and site-based leadership, teachers will gain an understanding of Restorative Practices as related to building a positive classroom

			climate and fostering positive outcomes.



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).

AdvancED Stakeholder survey data indicates that Safety Harbor Elementary school stakeholders are informed of policies, processes and procedures related to grading and reporting. Additionally, parents feel, when communicating with their teachers, they are able to understand what is being shared about their student’s progress. Safety Harbor Elementary school will continue to communicate with families through monthly newsletters, weekly robo-calls, and invitations to participate in a variety of PTA and school sponsored events/volunteer opportunities.

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.

In an increased effort to provide families with the necessary academic tools to increase student achievement, the number of curriculum nights will increase. Curriculum nights will include information and essential tools needed for student success from content areas including Reading, Math and Science.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
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*Note: Please use your own school data resources or best estimates in completing this inventory.

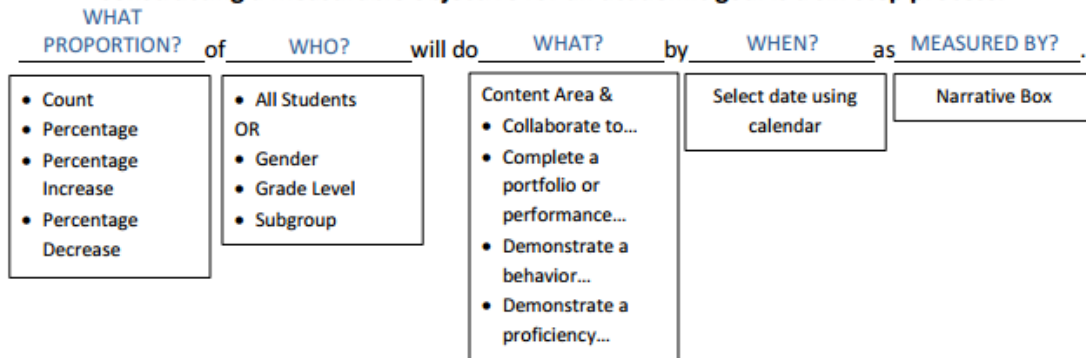
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase family participation in curriculum related activities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
-Increase communication of events to build anticipation and awareness -Provide child care to allow parents a greater opportunity to participation and acquire new knowledge/strategies	Staff
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Continue established practices with parents and community partners to enhance relationships.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
-Monthly visits to established and potential neighborhood centers	Administration, Lisa Zollars
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.



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:	
By Spring of 2018, we will increase the number of students achieving a Level 3 or above by 10% as measured by FSA ELA in Grades 3, 4 and 5 as well as increasing learning gains by 5% in Grades 4 and 5.		
Actions / Activities in Support of ELA Goal	Evidence to Measure Success	
Professional Learning Communities (PLCs) and Grade Level Data Chats – Meet in PLCs/conduct grade level data chats with the SBLT to regularly review student responses to tasks and plan for instruction based on data.	Regularly scheduled PLCs utilizing a standard, school-based form that facilitates conversation. Forms to be sent to Administration for review and Principal feedback communicated to each grade level team as needed.	
Provide students with targeted, actionable feedback related to growth toward the standards in order to meet our goal.	Review of reading journals and students assignments for actionable feedback.	
Instruction – Strengthen instruction by increasing the amount of time students are engaged with complex text, participating in differentiated instruction and measured through formative assessment. Increase the level of rigor through cooperative learning and in alignment with DQ3 and DQ4 within the Marzano framework. Implement Reading Units of Study with fidelity.	Formative assessment results, student work samples, journaling, Module assessments. Observation of cooperative structures. Confering notes/confering anecdotal records, school-wide reading logs.	

Mathematics Goal	Goal Manager:	
By Spring of 2018 we will increase the number of students achieving a Level 3 or above by 5% as measured by FSA Mathematics in Grades 3,4 and 5 as well as increase learning gains by 5% in grades 4 and 5.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Instruction – Strengthen instruction by re-teaching during morning work and increasing the amount of time students are engaged in problem solving, participating in differentiated instruction and measured through formative assessment. Increase the level of rigor through identified and planned for taxonomy levels within the Marzano tool, cooperative learning and in alignment with DQ3 and DQ4 within the Marzano framework. Teachers will utilize the “Rich Mathematical Tasks” provided in each grade level Curriculum Guide.	Formative assessment results, student work samples, journaling, common assessments. Observation of cooperative structures.	
Professional Development and Implementation of Number Talks.	Formative assessment results, student work samples, journaling, common assessments. Observation of cooperative structures.	
Performance Scales – continued grade level use of district provided Math progression scales.	Formative assessment results, student work samples, journaling, common assessments. Students tracking their progress.	

Science Goal	Goal Manager:
Increase the number of students achieving a Level 3 or above by 10% as measured by SSA Science in Grade 5 by May, 2018.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
All district issued resources (i.e. SLAGS, Science Notebook Process) – uniform use for applicable grade levels. Implement consistent Science Lab usage and School Based Leadership Team to monitor district mandated pre/post/diagnostic assessment results. Use of BOAST process throughout school year (versus only a year-end process). Integrate Nature of Science during on-going units of study. Continue to incorporate reading opportunities that support understanding of Science concepts through assigned books in iStation and MyOn. Focus on journaling and reflective writing after labs.	Administrative walkthroughs/observations. Grade level PLC conversation as related to student work and formative assessment for purposes of unit planning. Science pre/post/diagnostic data posted and reviewed at scheduled data chats as well as reviewed to inform and plan for differentiated instruction.
Focus Boards – uniform display of essential Science vocabulary in all grade level classrooms.	Administrative walkthroughs/observations.

Other School Goals* / Use Only as Needed

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School Goal - Work toward Silver Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Craig Harting
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2016-17, Safety Harbor Elementary achieved Bronze Level status by achieving recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. Target for 2017-18 is to become eligible for national recognition as related to Silver Level status.	By April of 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document information required to achieve Silver Level status.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: The STEM goal for Safety Harbor Elementary will be to increase the number of students achieving a Level 4 and 5 in Science to 40% and the number of students achieving a Level 4 or 5 in Math to 50%.	Goal Manager: Participating STEM Staff

Goal Name: The STEM goal for Safety Harbor Elementary will be to increase the number of students achieving a Level 4 and 5 in Science to 40% and the number of students achieving a Level 4 or 5 in Math to 50%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
-Identify community and teacher leaders to facilitate site-based STEM opportunities and assign STEM related opportunities accordingly. -Advertise STEM related opportunities and monitor enrollment, participation and program initiatives. -Monitor performance data as provided through sources such as Performance Matters as well as district assessment cycles and state assessment data.	Monitor performance data as provided through sources such as Performance Matters as well as district assessment cycles and state assessment data.

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:
For the 2017-18 school year, increase the number of Black students performing at a Level 3 or above by 10% in ELA and 10% in Math.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
For the 2016-17 school year, 38% (10 out of 26) performed at a Level 3 or above (ELA) and 38% (10 out of 26) performed at a Level 3 or above (Math). For the 2017-18 school year, actions and activities to support these goals include: -Culturally relevant instruction and implementation of the 6Ms -Community outreach in order to provide additional support (i.e. community events, after-school programs) -Extended Learning Program (identifying students for the program and monitoring progress)	-School Profiles -FSA Data -Formative Assessment Data -Common Assessment Data

-Consistent conversation and recognition of student progress as it relates to our sub-groups with an emphasis on our Black and ESE students (PLCs, ERELM, Grade Level Data Chats)	
-Professional Development aligned to student benchmark deficiencies and content/strategies implementation	

Subgroup Goal (ELL)	Goal Manager:
For the 2017-18 school year, increase the number of ELL students performing at a Level 3 or above by 13% in ELA and 5% in Math.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>For the 2016-17 school year, 0 out of 18 ELL students (0%) performed at a Level 3 or above (ELA) and 4 out of 18 (22%) performed at a Level 3 or above (Math).</p> <p>For the 2017-18 school year, actions and activities to support these goals include:</p> <ul style="list-style-type: none"> -Support provided through inclusion and collaboration with our bilingual associate -Community outreach in order to provide additional support (i.e. community events, after-school programs) -Extended Learning Program (identifying students for the program and monitoring progress) -Consistent conversation and recognition of student progress as it relates to our sub-groups with an emphasis on our Black and ESE students (PLCs, ERELM, Grade Level Data Chats) -Professional Development aligned to student benchmark deficiencies and content/strategies implementation, Can Do Descriptors 	<ul style="list-style-type: none"> -School Profiles -FSA Data -Formative Assessment Data -Common Assessment Data

Subgroup Goal (ESE)	Goal Manager:
For the 2017-18 school year, increase the number of ESE students performing at a Level 3 or above by 10% in ELA and 10% in Math.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
For the 2016-17 school year, 8 out of 27 ESE students (29%) performed at a Level 3 or above (ELA) and 11 out of 28 students (39%) performed at a Level 3 or above (Math).	<ul style="list-style-type: none"> -School Profiles -FSA Data -Formative Assessment Data

<p>For the 2017-18 school year, actions and activities to support these goals include:</p> <ul style="list-style-type: none"> -Community outreach in order to provide additional support (i.e. community events, after-school programs) -Stroll to Intervention (3rd Grade) -Support through inclusion (when appropriate) -Consistent conversation and recognition of student progress as it relates to our sub-groups with an emphasis on our Black and ESE students (PLCs, ERELM, Grade Level Data Chats) 	<p>-Common Assessment Data</p>

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)				ELA (13) Math (14)	ELA (16) Math (11)				
Students with excessive absences / below 90 %	15	10	7	6	5				
Students with excessive behavior / discipline**	2	1	1	0	1				

Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

*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.
Increase end of year attendance from 95% to 97%.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Review of data with SBLT/CST to determine which students are missing 10% or more of school.	Monthly meetings with SBLT/CST that focus specifically on most current attendance data.	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
During the 2016-2017 school year there was a total of 56 office referrals. Based on continuing efforts to align behavior goals to our Commitment to Character Plan, 6 M’s and restorative practices, by Spring of 2018 we will decrease the number of referrals from 56 to 45 as documented in School Profiles.		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
Implementation of Restorative Practices (definition to practice) and daily class meetings. Reference to classroom rules and school-wide behavior expectations. Focus on Music, Movement and Mouth (6M’s). Increase positive outcomes (collaboration) versus consequences.	Walkthroughs, informal/formal observations, lesson planning.	

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
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.

ERELM (hourly teachers) – intervention program during school hours for students in Kindergarten through 5th Grade, Extended Learning Program – intervention program for identified students in need of additional content support

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
 For the 2017-18 school year, continued EREL and Extended Learning support in Language Arts for identified students in Kindergarten through 5th Grade.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students in need of Language Arts support based on previous school year’s data (District and State Assessment results). Implementation of research-based intervention. Recruit certified teachers. Monitor progress and students in need of support throughout the school year.	SAT 10 and Assessment Data (District and State Assessment Data)

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	34
% receiving effective rating or higher		% first-year teachers	4
% highly qualified (HQT)*	82	% with 1-5 years of experience	20
% certified in-field**	100	% with 6-14 years of experience	38
% ESOL endorsed	70	% with 15 or more years of experience	38

*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.

SAC Compliance

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

<input type="checkbox"/> Yes	<input checked="" 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date: TBD
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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: Cecilia Palmer, Principal
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Please state the days / intervals that your team meets below.
The SBLT/MTSS Leadership Team meets every 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.

Technology \$1000 Classroom Libraries \$1000 TDE's for Professional Development \$1,375
