



# School Improvement Plan 2017-18

## Sutherland Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

|                                |                                 |
|--------------------------------|---------------------------------|
| <b>Principal:</b> Kristy Cantu | <b>SAC Chair:</b> Kiki Harduvel |
|--------------------------------|---------------------------------|

|                      |                      |
|----------------------|----------------------|
| <b>School Vision</b> | 100% Student Success |
|----------------------|----------------------|

|                       |  |
|-----------------------|--|
| <b>School Mission</b> | The Sutherland family works together to provide a successful, quality education in a safe learning environment to prepare each student for college, career, and, life. |
|-----------------------|--|

| Total School Enrollment | % Ethnic Breakdown: |         |            |                |         |         |
|-------------------------|---------------------|---------|------------|----------------|---------|---------|
|                         | Asian %             | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| 631                     | 2.2%                | 1.4%    | 12.8%      | 3.5%           | 80%     |         |

|                     |                   |                   |                   |  |
|---------------------|-------------------|-------------------|-------------------|--|
| <b>School Grade</b> | <b>2017:</b><br>A | <b>2016:</b><br>A | <b>2015:</b><br>A | <b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
|---------------------|-------------------|-------------------|-------------------|--|

| Proficiency Rates   | ELA    |        | Math   |        | Science |        | Social Studies |        | Accel. Rate |        | Grad Rate |        |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
|                     | 2017 % | 2016 % | 2017 % | 2016 % | 2017 %  | 2016 % | 2017 %         | 2016 % | 2017 %      | 2016 % | 2017 %    | 2016 % |
| Proficiency All     | 71%    | 70%    | 78%    | 80%    | 82%     | 83%    |                |        |             |        |           |        |
| Learning Gains All  | 63%    | 64%    | 80%    | 81%    |         |        |                |        |             |        |           |        |
| Learning Gains L25% | 57%    | 58%    | 76%    | 58%    |         |        |                |        |             |        |           |        |

| School Leadership Team            |            |            |           |                             |          |
|-----------------------------------|------------|------------|-----------|-----------------------------|----------|
| Position                          | First Name | Last Name  | FT/PT     | Years at Current School     |          |
| Principal                         | Kristy     | Cantu      | FT        | 4-10 years                  |          |
| Assistant Principal               | Robert     | Magoulis   | FT        | 1-3 years                   |          |
| Guidance Counselor                | Danielle   | Matthews   | FT        | 4-10 years                  |          |
| Kindergarten teacher              | Amy        | Matthews   | FT        | 4-10 years                  |          |
| 1 <sup>st</sup> Teacher Leader    | Andrea     | Kucha      | FT        | 4-10 years                  |          |
| 2 <sup>nd</sup> Teacher Leader    | Rebecca    | Preston    | FT        | 4-10 years                  |          |
| 3 <sup>rd</sup> Teacher Leader    | Renee      | Prozzillo  | FT        | 4-10 years                  |          |
| 4 <sup>th</sup> Teacher Leader    | Kim        | Hurton     | FT        | 11-20 years                 |          |
| 5 <sup>th</sup> Teacher Leader    | Angie      | Loukataris | FT        | 11-20 years                 |          |
| Specialist Leader                 | Jennifer   | Rhodes     | FT        | 4-10 years                  |          |
| Other                             | Denise     | Torro      | FT        | 20+ years                   |          |
| Other                             | Sandy      | Campanaro  | FT        | 4-10 years                  |          |
| <b>Total Instructional Staff:</b> |            |            | <b>10</b> | <b>Total Support Staff:</b> | <b>2</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).

Our school wide behavior system incorporates positive supports for students. We use a combination of CHAMPS strategies for a common expectation as well as specific goals for Sutherland (SOAR). Expectations are in place and communicated to students for common areas of the school such as hallways, Media Center and cafeteria. Signs are posted around the school with our school wide behavior expectations and each classroom has them posted as well. At the start of school the guidance counselor visits every classroom and the teachers instruct students on the expectations during their opening week of school. The school administrators go on the morning news to share expectations and goals of the week. Students can earn "Sammy tickets" for following school expectations. We also acknowledge students monthly through our Seahawk Salute to reward, character/citizenship and effort. Seahawk Salute: Every month 2 students are selected from each classroom and are recognized for showing consistent effort/motivation as our "Seahawk" student, as well as our "SOAR" award for students who emulate our school wide expectations consistently. Students are selected based on teacher and/or student feedback. The student names are published in our monthly newsletter and shown on the morning news. The last Friday of each month students receiving this recognition are given an ice pop during lunch We have also developed a progressive plan for our cafeteria where students are rewarded daily and weekly for following the expectations in the cafeteria. Cafeteria Plan: Classes that consistently follow the cafeteria expectations are given a "Sammy" ticket or multiple "Sammy" tickets that are collected in a class shopping bag. At the end of each week the class with the most tickets collected will receive an incentive. The grade level with the most tickets at the end of the week will have their grade level banner displayed for the week ahead. Progressive Discipline steps are in place for students. A school process is in place for disciplinary needs that is progressive in nature. Teachers are made aware of this progressive process at the start of every school year. Behavior expectations are revisited throughout the school year in all areas through PLC's, faculty meetings, and weekly updates. We will also begin to implement a restorative practices framework throughout each grade level. A purpose and understanding of this framework was shared at our pre-school meeting and plan developed for implementation.

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 school Leadership team has developed a system where school-wide expectations are shared through multiple methods such as faculty meetings and PLC meetings. The school-wide expectations were created with buy-in from all stakeholders and are displayed in the common areas of our campus, as well as in each classroom. A "priority" behavior system was created to assist teachers in following the systematic approach to the progressive discipline practices. Classroom teachers must also align their individual management plans to the school-wide expectations and the school based team is provided with copies of the individual plans. A review of our behavior data (referral rate, bi-weekly review of conduct grades, report card data for conduct) indicates that expectations are being implemented equitably school wide.

We have also worked with teams so that they create a common rubric for conduct within the grade level to create consistency between classrooms. These rubrics are aligned with the school-wide/classroom expectations. Conduct reports are collected bi-weekly from every teacher for any student who received an

“N” or a “U” for the week in conduct. These conduct reports are reviewed by the MTSS team to ensure alignment and provide tiered support if needed. Positive Behavioral Interventions and Support or PBIS is the cornerstone to our school wide and classroom management program. It also includes a process for teaching the expectations to all students and that all expectations are rooted in data. Once expectations have been taught, it is essential to observe classroom behavior to make adjustments or differentiate as needed to support all students. A behavior flowchart will be shared school wide at a faculty meeting and will be communicated to families via newsletters, parent nights, the School Improvement Plan and our web site. We will also introduce restorative circles with the addition of morning meetings in each classroom. This restorative practice will assist in building in the social emotional learning for students to be successful both inside and outside of the classroom.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The MTSS team meets weekly to review academics and bi-weekly to review behavior (conduct). Members of the MTSS team are representative of our school staff. The guidance counselor facilitates the MTSS meetings and prepares the agenda with input from team members. The MTSS calendar is scheduled in a way that both academic and behavior data is systematically reviewed and instructional decisions are made. Academic data is reviewed in a variety of ways. To monitor the alignment of the data and its reflection on instruction, we review T1 data systematically. This information includes review of all report card data for each quarter, review of teacher grade books, district assessment data and any formative assessment data. Based on the T1 data, students are discussed with respect to T2 and T3 supports. Student data of those already receiving T2/T3 supports is also reviewed weekly to monitor their progress in closing the achievement gap between them and their grade level peers. This data includes graphs of their weekly/bi-weekly data points. The graphs are also available for all classroom teachers to review during their PLC. Data chats with grade levels and individual teachers are held systematically throughout the school year to review current trends and make any changes to instructional delivery. School wide trends are shared at our monthly faculty meetings and through PLC discussions. At the start of the school year grade level teams are asked to create a rubric as it pertains to conduct grades. The rubric helps to ensure alignment with behavior expectations within the grade level and assists the MTSS team when reviewing trends in behavior. All teachers are asked to send weekly conduct grades for any student performing below expectations for conduct (“N” or “U”) based on the grade level rubric. The MTSS team reviews conduct grades bi-weekly to monitor the effectiveness of T1 practices and identify trends in our school. We will also monitor the use of restorative circles with the addition of morning meetings in each classroom. This restorative practice will assist in building in the social emotional learning for students to be successful both inside and outside of the classroom. We will monitor the alignment of conduct grades to the implementation of restorative circles to determine interventions. Based on the systematic review of this data students are identified as needing further support and interventions are discussed. When students are identified, a meeting is held with the teacher to discuss the student in more detail and develop a support plan. Through review of the data and discussion during PLC’s we have developed a similar way of work for students who demonstrate poor work habits but may not be a conduct issue. These students are then targeted for intervention support as well. After each report card period conduct grades are reviewed to ensure alignment to the progress monitoring data that is reviewed bi-weekly.

Character education is provided monthly through the guidance counselor; however small group support is also provided based on student need. Social/emotional learning remains an area of focus for the upcoming school year so that we can provide site based PD to address the needs of students and how to infuse that support into the classroom. A school wide behavior plan is also in place that aligns classroom practices to school wide expectations. A priority system has been established to assist teachers in following a systematic

approach to the progressive discipline practices. This plan has been in place for several years and our referral rate has dropped while classroom supports prior to referral have increased.

### 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 MTSS team discusses conduct/behavior of students bi-weekly. Teachers submit a weekly conduct report for students who are not meeting behavior expectations per a grade level rubric. Through this analysis the MTSS team, in partnership with the teacher, discuss specific supports needed for individual students. Interventions/supports include, but are not limited to, individual motivation charts, check in/out with the guidance counselor or administrator, a chunking of the student day for more frequent reinforcement, and small group affective lessons. Through site based PD we work in depth with high-yield strategies to keep students engaged in content. With the introduction and implementation of Restorative Practice circles in classrooms we will meet the social/emotional needs of students so they can better focus on instruction. We will also implement a before/after school program for our under motivated boys and girls to build self-esteem and leadership skills. Students are also matched with faculty and community mentors at the beginning of the school year. The guidance counselor provides monthly lessons that focus on multiple areas. Systematic training is scheduled to address tiered supports, review conduct grades and orient teachers to best practices in these areas. We will be exploring and preparing to implement a check and connect program with faculty orientation and training in second semester.

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).

Through a variety of data sources the MTSS team reviews student progress in multiple areas. Report card data is used to monitor proficiency on grade level standards, systematic review of teacher grade books, and data chats with grade levels/individual teachers is used to monitor how each student is performing and if they are on target to meet the standards. The school dashboard is used to monitor attendance, discipline referrals and results on district common assessments. Our child study team meets twice a month to review attendance data and problem solve solutions. This team also utilizes the PSW for attendance to ensure that we are targeting the correct areas to match incentives and interventions appropriately. Analysis of these data sources shows an alignment in performance, strength in the teachers' instructional delivery and proficiency rates of grade level standards. The MTSS team also reviews all Tier 2 academic (weekly) and behavior data (bi-weekly) and that information is shared with grade level teams during weekly PLC meetings, as well as overall trends at monthly faculty meetings. When students are not meeting grade level standards a gap analysis is completed to determine next steps in the intervention process.

### 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?

Through our leadership team, which is representative of every grade level, specialist area and support, school trends are discussed with respect to academic and behavior data. Through review of the data with this team a consistent message is being shared school wide. The school administrators also monitor the rigor of learning opportunities through weekly visitations of classrooms, review of student work and review of teacher grade books. Through monthly site based PD we will continue to focus on student work and

whether or not what we are asking students to do meet the demands of the standards. Teachers are provided with matched Professional Development to address any struggle they may be having with differentiation so that they can effectively meet the needs of all learners.

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

|   |   |
|---|---|
| <b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?  |   |
| Goal: To continue with the Principal’s task force to have more stakeholder involvement in school wide decision making. By spring of 2018 our school climate survey will reflect that 100% of our stakeholders strongly agree that they have involvement in school wide decision making.   |   |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible           |
| Monthly meetings with this team to discuss school wide initiatives and gain a greater perspective and provide shared leadership.  | Leadership Team/Task Force              |
| <b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.  |   |
| Goal: By spring of 2018 we eliminate the gap between the proficiency rates on state required assessments for black students as compared to non-black students as well as our ESE students compared to our non-ESE students by 10% as measured by standardized assessments.  |   |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible           |
| Embed culturally responsive instructional strategies<br>Provide monthly professional development to all teachers using the Early Warning Reports<br>Implementation of Thinking Maps<br>Monthly PD to include best practices for differentiated support.<br>Through systematic data chats and observation with feedback we will monitor the fidelity and progress in closing the equity gap. | Kristy Cantu<br>Robert Magoulis<br>MTSS |
| <b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.  |   |
|   |   |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible           |
|   |   |



## Standards-Based Instruction for Learning

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

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

School structures were put in place to support the work of teachers. Our master schedule was created so that teachers in every grade level have common planning time for collaboration. We continue to create a yearlong site based PD plan that is based on identified needs of teachers. This work includes the Marzano

framework and its impact on instructional delivery. Systematic feedback is given based on classroom visitations. Based on the data reviewed (walk through feedback, report card data, conduct data, formative assessments) the level of student engagement was consistently higher. We also saw a consistent transformation of goals and scales as teachers worked to unpack the standards and create their scales based on that work, as well as giving student tasks that are aligned to the standards.

**8.** In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

A key area of improvement continues to be in the student work that is being completed. As teachers are learning to unpack and understand the depth of the standards it has become evident that the level of student work is inconsistent in that it does not always meet the demands of the standard, and/or shows a gap in knowledge on the understanding of the standards. We find this gap when we are looking for student output at the higher taxonomy levels (Level 3 and 4 in the Depth of Knowledge chart). This area of needed improvement was noted based on the review of teacher grade books, classroom walk through feedback and systematic review of lesson plans. Another area of improvement is with differentiated learning as it pertains to interventions. Through lesson plan review and discussion with teachers providing differentiated support is an area that has shown some improvement but with a lot of room to grow. The gap that has been identified is in our intermediate grades in ELA. Teachers in these grade levels who have never taught primary students struggle how to diagnose and support low readers in the intermediate grades. This has been evident in our previous FSA ELA scores, however a review of the module assessments did not show this gap.

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

Teachers use a variety of data sources to measure student growth. Through PLC's they compare unit data and student performance. They also use formative assessment data within their classrooms which also included proficiency toward the learning goals with the use of classroom scales for ELA and Math and Success Criteria for Science. Currently we have 10 teachers using the Standards Tracker tool through LSI. Through grade level data chats, report card alignment is shared and grade level proficiency with respect to the district common assessments. Instructional decisions are made based on their weekly review and discussion of grade level data when planning for the next week of instruction.

**10.** Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

All of the processes and procedures that are in place encompass every grade level. Through the work of our MTSS team we monitor grade level proficiency and identify supports in areas of need. We also hold articulation meetings three times per year where teams meet with the grade level above and below to discuss data which include areas where students are coming in proficient and areas where they are not so that those grade levels can make the appropriate adjustments. VPK teachers meet with Kindergarten teachers as part of our articulation throughout the school year. We would like to include our local private VPK sites in scheduled articulation with our Kindergarten teachers to widen our scope. As students prepare for the transition to middle school intermediate teachers (4th and 5th) work with our feeder middle school counselors to ensure that 5th grade students have a smooth transition into 6th grade. To extend this work we would like to find a way to pull data on the first report card of 6th grade to track how our students transitioned by content area so that we can address those gaps with our current 5th grade students.

|  |  |
|--|--|
| <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? |  |
| The EQUIP rubric will be used across all grade levels to examine student work to ensure the appropriate level required for the standard (meeting the demands of the standard).   |  |
| How are data collected and analyzed to monitor implementation of this strategy?  | Name of person(s) responsible                        |
| Review of teacher grade books, lesson plans, review of student work and walk through feedback  | Kristy Cantu<br>Rob Magoulis                         |
| <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? |  |
| Increased proficiency in the utilization of goals and scales, as well as the DOK in all content areas in order for teachers to understand the depth of the standards and match instruction to reach all levels of rigor                      |  |
| How are data collected and analyzed to monitor implementation of this strategy?  | Name of person(s) responsible                        |
| Walk through feedback, review of lesson plans, student journal review, student interviews and review of collaborative planning minutes.  | Kristy Cantu<br>Rob Magoulis<br>Leadership Team      |
| <b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.  |  |
| Effective use of diagnostic tools with matched intervention for effective small group instruction to differentiate learning during the identified intervention block with a focus on our ESE and Gender achievement gap                      |  |
| How are data collected and analyzed to monitor implementation of this strategy?  | Name of person(s) responsible                        |
| Progress monitoring data, classroom assessments, report card grades and district assessments, as well as walk through feedback and review of data from the LSI Standards Tracker tool.   | Kristy Cantu<br>Rob Magoulis<br>Leadership/MTSS Team |



## Collaboration for Professional Growth

Connections:

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

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

Through a review of our climate survey an area of focus was to provide more opportunities for training to be provided and a more formalized process to systematically review student work to ensure alignment to the standards. Based on this feedback we redefined the role of the Leadership Team to be more involved with school wide decision making as it relates to embedded professional development. This team has representation of every area of our school and therefore all members of this team will receive in-depth training on this process and in turn will work with their respective teams during weekly PLC’s to provide support with this task.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.



Our master schedule is created to give every team a common planning time every day of the week. This time is used for collaboration and review of student data. We are also proposing a change to teacher hours that will give them an hour of uninterrupted planning time one afternoon per week. This adjustment will also allow specialists to participate in the collaboration as well. In addition to our Master Schedule, each team is given a full day of planning and TDE's are paid for out of school funds. This full day of planning gives teams time to lay out a long-term scope and sequence of their work, and they are scheduled after the first report period so that teachers have that data to reflect on when addressing changes to the instructional delivery.

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus area of Professional Development over the past year has been on the instructional elements of the Marzano framework. Monthly PD was provided and centered primarily around DQ1, DQ2 and DQ3. The emphasis began with goals and scales to prepare for the progressive steps of creating their own scales. It became very transparent that student autonomy was a gap in the planning of instruction. The work done in these design questions brought to light the need to provide more cognitively complex tasks with student autonomy which has a direct impact on the work students are being asked to complete. Through student data and walk through feedback the training provided had a positive impact on teacher effectiveness and student learning, however it was more evident in certain grade levels than others. We will continue with our PD around the Marzano framework with more of an emphasis on examining student work.

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?<br>Summer, Pre-School?  | Participants?<br>Targeted Group? | Expected Outcomes?  |
|---|---|----------------------------------|---|
| Equip Rubric Training   | Fall for retraining of our Leadership Team<br>Monthly work with grade levels using student work to utilize the rubric | K-5 Teachers                     | That all student work will reflect the depth to meet the demands of the standards being taught. |
| ELA strategies to address the gender and ESE achievement gap                  | Pre-School/October/December/February/April  | K-5 Teachers                     | To show an increase in the ELA proficiency rates of our male, as well as our ESE students       |
| Marzano framework   | Monthly   | Pre-K-5                          | Increase the consistent use of high effect  |

|   |  |     |  |
|---|--|-----|--|
|   |  |     | instructional strategies in all content areas with a continued emphasis on goals and scales  |
| Reading with Accountable talk/confering, Number Talks | Initial training in August (Pre-School) for Reading with Accountable Talk/confering and Number Talks | K-5 | Increase the MAP scores and proficiency levels in ELA and Math   |
| Reading Units of Study K-5                            | District driven schedule TBD   | K-5 | Increase in ELA proficiency rates of all learners with a focus on our male students  |
| Differentiated Support through interventions          | Monthly  | K-5 | Increase teacher knowledge in research based interventions so that they are utilized with fidelity and matched to student needs  |
| Math discourse and formative assessment               | Monthly  | K-5 | Increase teacher knowledge in research based methods to assist with intentional planning and delivery of math content.   |
| Collaborative Cohort learning walks                   | TBD  | K-5 | Through a partnership with Ozona and Brooker Creek, each school will create instructional teams and use the framework utilized by the Council for Educational Leadership to build on strengths across the 3 schools through actionable feedback related to the school focus. |
| Math Teacher Leader Institute                         | Yearlong (monthly)   | K-5 | Increase math content knowledge  |

|  |   |  |
|--|---|--|
|  | Cohort meets 4 times per year with district Math Specialist | and increase learning gains and proficiency rates with respect to the 2018 Math FSA. |
|--|---|--|



## Family and Community Engagement

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

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

Through a review of our climate survey an area of growth centers around each child having at least one adult advocate in the school. An assumption is made that this feedback means an advocate beyond the classroom teacher and therefore a Faculty Friend program had been established. This program, which is facilitated by the guidance counselor matches students with faculty and staff in a mentorship role. What we have found through our data is that many of our underperforming students are a result of poor motivation and not necessarily a cognitive deficit. Our goal is to continue to expand this mentorship opportunity to members of our community through business partnerships and a parent volunteer base. While our family participation is high at school wide events, we would like to offer a Sutherland Parent University where our school staff provides learning opportunities for our families. A gap area we continue to identify is within our ELL population. We will continue to offer training to support our ELL families in their understanding of what impacts their child’s education.

**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.

A gap area we identified was within our ELL population and their understanding of what impacts their child’s education. Through our ESOL teacher and bilingual assistant we will provide ongoing trainings for families to better understand this information. Each grade level holds evening conferences for families to attend so they can explain the expectations and show them how to understand and interpret the data they have and will see. School wide data trends are shared with our SAC and our PTA at our monthly meetings. A next step will be for us to host a Sutherland Parent University to educate all parents on what they can do to help support their child’s education. We will also hold a parent night for our families that will be broken out by grade level to address student data sources and the interpretation of that data.

### 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 checked="" 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 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 checked="" type="checkbox"/> | <input 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.

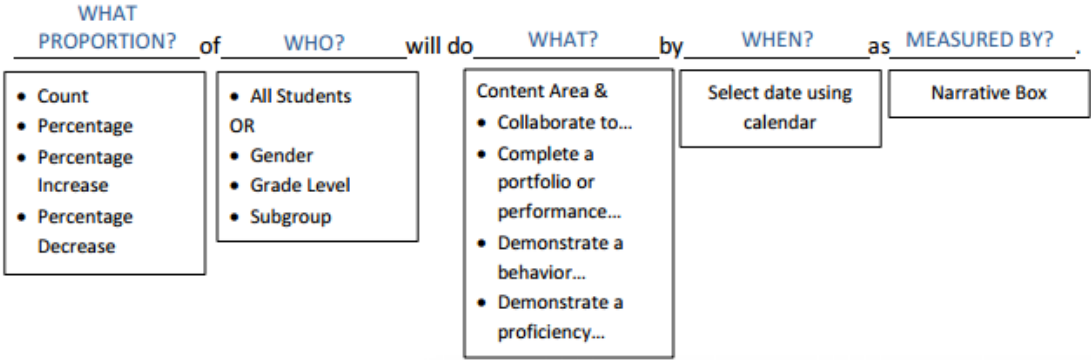
### Family Engagement / Key Goals and Strategies

|  |   |
|--|---|
| <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?  |   |
| Goal: To provide multiple opportunities throughout the school year for families to build a stronger relationship with the school   |   |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible                   |
| Coffee with the administrators several times per year, creation of a “family corner” to access resources, host a Sutherland Parent University, ensure that consistent communication highlights different aspects of our school     | Kristy Cantu, Rob Magoulis, Fay Alderman, PTA   |
| <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? |   |
| Engage community members, businesses, agencies and organizations as partners to extend learning opportunities, provide tutoring within the school day or act in a mentorship capacity.   |   |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible                   |
| Invite members of the local business community to a host event where we can share our proposal for their partnership.  | Fay Alderman<br>Kristy Cantu, Rob Magoulis, PTA |
| <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> Kristy Cantu/Rob Magoulis |
| 80% of all students in grades 3-5 will meet or exceed proficiency standards by May 2018 as measured by the 2018 Florida Standards Assessment. |  |
| <b>Actions / Activities in Support of ELA Goal</b>  | <b>Evidence to Measure Success</b>             |

|  |   |
|--|---|
| <p>Use diagnostic data to differentiate and scaffold instruction with matched interventions to meet the varied learning needs of all students.</p> <p>Implementation of Thinking Maps</p> <p>Regularly assess students using formative measures to adjust instruction to meet student learning needs.</p> <p>Engage in the examination of student work using the EQUIP Rubric</p> <p>Implement ELA framework with an emphasis on high engagement strategies to increase literacy proficiency in boys</p> | <p>ELA MAP Assessments<br/>T2 &amp; T3 progress monitoring data<br/>Systematic schedule of Running Records<br/>Istation data<br/>Formative Assessment data to include the Standards Tracker tool in the 10 pilot classrooms<br/>Student Work Samples<br/>Quarterly Report Cards Observation with feedback</p> |
| <p>Implementation of morning meetings in each classroom to establish a positive classroom community with an emphasis on learning</p>   | <p>Classroom observation</p>  |

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

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|--|--|
| <p><b>Science Goal</b>   <b>Goal Manager:</b> Kristy Cantu/Rob Magoulis</p>  |  |
| <p>90% of students in Grade 5 will meet or exceed proficiency standards by May 2018 as measured by the 2018 NGSSS standardized assessment.</p> |  |

| Actions / Activities in Support of Science Goal   | Evidence to Measure Success   |
|---|---|
| Use data to differentiate and scaffold instruction to meet the varied learning needs of all students<br><br>Implementation of the Science Lab<br><br>Regularly assess students using SLAGS/Success Criteria<br><br>Engage in examination of student work using the EQUIP Rubric | Science Notebooks<br>Unit Assessments<br>SLAGS/Success Criteria<br>District Common Assessments<br>Observation with feedback |
| Implementation of morning meetings in each classroom to establish a positive classroom community with an emphasis on learning.  | Classroom observation   |

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

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

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

| <b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)  |  |
|--|--|
| <b>Goal Name:</b>  | <b>Goal Manager:</b> Cindy Wall  |
| Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.   |  |
| Actions / Activities in Support of Goal  | Evidence to Measure Success  |
| Provide schedule of wellness activities for students and staff<br>Provide a variety of resources to embed into daily instruction   | 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 |
| For 2017-18 school year, the Healthy School Team will review all assessment items to determine the most feasible items to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.<br><br>items to determine the most feasible item(s) to improve in one<br><br>Target for 2017-18, is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules |  |

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

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|--|--|
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|  |  |

| 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**

| Subgroup Goal (Black)  | Goal Manager: Kristy Cantu/Rob Magoulis |
|--|---|
| 80% of our African American students in grades 3-5 will meet or exceed proficiency standards by May 2018 as measured by the 2018 Florida Standards Assessment. |   |

| Actions / Activities in Support of Black Goal  | Evidence to Measure Success  |
|--|--|
| <p>School based leadership team will provide PD to further develop a culturally responsive classroom</p> <p>Systematic implementation of the Pinellas County Vocabulary Project.</p> <p>Use of data from formative assessments including the Standards Tracker tool to adjust instruction to meet student needs.</p> <p>Systematic Implementation of Thinking Maps</p> <p>The school guidance counselor will continue with a faculty friend (mentoring) program for our African American subgroup (among others)</p> <p>An orientation will be scheduled in September for staff members, and students will be paired. Consistent meeting times will be scheduled throughout the year.</p> <p>Students will be invited to ELP programs both before and after school.</p> <p>Matched interventions will be given to address gaps in foundational knowledge</p> | <p>Map Assessments</p> <p>Running Records</p> <p>Pre/Post unit assessments</p> <p>Formative Assessments</p> <p>Quarterly Report Cards</p> <p>Observation with feedback</p> |



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|---|--|
| <b>Subgroup Goal (ELL)</b>  | <b>Goal Manager:</b> Kristy Cantu/Rob Magoulis |
| 80% of our ELL students in grades 3-5 will meet or exceed proficiency standards by May 2018 as measured by the 2018 Florida Standards Assessment. |  |

| Actions / Activities in Support of ELL Goal  | Evidence to Measure Success   |
|--|---|
| <p>Use of diagnostic data to differentiate and scaffold instruction with matched intervention to meet all student needs.</p> <p>Systematic implementation of Pinellas County Vocabulary Project</p> <p>Systematic implementation of Thinking Maps</p> <p>Use of data from formative assessments including the Standards Tracker tool to adjust instruction to meet student needs.</p> <p>Build schedule to support the inclusion of ELL teacher/assistant into the collaborative planning blocks</p> <p>Invite students to participate in ELP programs before and after school</p> | <p>ACCESS scores</p> <p>Observation with feedback</p> <p>MAP assessments</p> <p>Report Card data</p> <p>Running Records</p> |
|  |   |

|   |  |
|---|--|
| <b>Subgroup Goal (ESE)</b>  | <b>Goal Manager:</b> Kristy Cantu/Rob Magoulis |
| 80% of our ESE students in grades 3-5 will meet or exceed proficiency standards by May 2018 as measured by the 2018 Florida Standards Assessment. |  |

| Actions / Activities in Support of ESE Goal  | Evidence to Measure Success  |
|--|--|
| <p>Implementation of Thinking Maps</p> <p>Continued use of IRLA</p> <p>Use of diagnostic data to differentiate and scaffold instruction with matched interventions to meet all student needs</p> | <p>IRLA</p> <p>ELA MAP Assessments</p> <p>Running Records</p> <p>Pre/Post unit assessments</p> <p>Formative Assessments</p> <p>Quarterly Report Cards</p> <p>Observation with feedback</p> |

|  |  |
|--|--|
| Use of data from formative measures to adjust instruction to meet student needs                |  |
| Build schedule to support the inclusion of ESE teachers into the collaborative planning blocks |  |
|  |  |

|   |  |
|---|--|
| <b>Subgroup Goal (If Needed)<br/>Enter Goal Name</b>  | <b>Goal Manager:</b> Kristy Cantu/Rob Magoulis |
| We will decrease the gender achievement gap in ELA by 10% as evidenced by the 2018 ELA FSA. |  |

| <b>Actions / Activities in Support of Goal</b>  | <b>Evidence to Measure Success</b> |
|---|------------------------------------|
| Use of the Standards Tracker tool to formatively assess student understanding relative to the standards during instruction. | MAP assessments                    |
| Implementation of the Gender Equity Rubric for Literacy in all classrooms   | FSA                                |
| Provide mentorship and leadership experiences for undermotivated boys   | Observation with feedback          |
|   | Standards Tracker data             |
|   | Report Cards                       |
|   |                                    |

## 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<br>(Number of students by grade level) | Grade  | Grade  | Grade  | Grade  | Grade  | Grade  | Grade  | School Totals |    |
|--|--------|--------|--------|--------|--------|--------|--------|---------------|----|
|  | Select | Select | Select | Select | Select | Select | Select | #             | %* |
| Students scoring at FSA Level 1<br>(ELA or Math)               | 9      | 9      | 8      |        |        |        |        |               |    |
| Students with excessive<br>absences / below 90 %               |        |        |        |        |        |        |        |               |    |
| Students with excessive<br>behavior / discipline**             | 0      | 0      | 0      |        |        |        |        |               |    |
| Students with excessive course<br>failures**                   | 0      | 0      | 0      |        |        |        |        |               |    |
| Students exhibiting two or more<br>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

|   |  |  |
|---|--|--|
| <b>Attendance Goal</b>  |  | Please ensure that your goal is written as a SMART goal. |
| Decrease the number of students absent 10% or more from school by 5%.   |  |  |
| <b>Actions / Activities in Support of Attendance Goal</b>   |  | <b>Evidence to Measure Success</b>                       |
| Bi-monthly Child Study team meetings<br><br>Problem solving to determine the most common reasons/barriers that our students miss school<br><br>Teachers will make phone calls home regarding students who have been absent 2 or more days from their classroom<br><br>Develop and implement interventions that target identified reasons/barriers |  | Monthly Attendance Reports                               |

|   |  |
|---|--|
| Match a mentor with students who are chronically absent |  |
| Engage families in attendance related activities        |  |
|   |  |

**EWS - Discipline**

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

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

**EWS – Academic Intervention**

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

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

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

|   |  |
|---|--|
| <b>Actions / Activities in Support of Goal</b>  | <b>Evidence to Measure Success</b>             |
| Develop remediation/enrichment opportunities beyond the required school day based on student needs as evidenced | District Assessments<br>Quarterly Report Cards |

|                          |   |
|--------------------------|---|
| through the data review. | Formative Assessments<br>Progress monitoring data of ELP groups |
|                          |   |

## Section 3 – Required Items / Resources

### Instructional Employees

| <b>Current Instructional Staff Members</b>  |      | Complete and update only as data become available. |      |
|---|------|--|------|
| # of Instructional Employees (total number) | 46   | % with advanced degrees                            | 23.9 |
| % receiving effective rating or higher      |      | % first-year teachers                              | 10.9 |
| % highly qualified (HQT)*                   | 100% | % with 1-5 years of experience                     | 19.6 |
| % certified in-field**                      | 100% | % with 6-14 years of experience                    | 23.9 |
| % ESOL endorsed                             | 50%  | % with 15 or more years of experience              | 45.7 |

\*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.

Stringent interview process with “Highly Effective” criteria. The interview process is by committee with a cross representation of staff with a focus on hiring a more diverse workforce. A school based orientation is given to all new employees through the administrators to acclimate new personnel to our school and share framework for layers of support. Site based mentors are assigned to each new teacher. Site based mentors are selected to better serve the differing needs of grade levels. They will provide operational as well as curriculum/classroom support. Three site based mentors have been identified for the 2017-2018 school year. Marylisa Martin will support new teachers in K-1, Rebecca Preston will support new teachers in 2-3 and Biagia Turner will support new teachers in 4-5. Kaye



**SAC Compliance**

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

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i> |
|   |  |

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

|                              |                             |                          |
|------------------------------|-----------------------------|--------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Committee Approval Date: |
|------------------------------|-----------------------------|--------------------------|

 **SBLT / MTSS Leadership Team**

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

|   |                             |                                |
|---|-----------------------------|--------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Chairperson: Danielle Matthews |
|---|-----------------------------|--------------------------------|

|   |
|---|
| Please state the days / intervals that your team meets below.   |
| The MTSS team meets weekly on Wednesday's to review academics and bi-weekly to review behavior. An agenda is created and shared with the team. Data is reviewed and discussed to determine effectiveness of core instruction through report card information, as well as formative assessments given in the classroom, and MAP assessments. Weekly conduct grades are collected and reviewed to determine effectiveness of Tier 1 behavior support. Through our weekly meetings results from progress monitoring are reviewed and students in Tier 2 and Tier 3 are discussed. The SIP is reviewed after district assessments are given to check progress toward our goals. |

 **Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

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

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