WELCOME TO
change

School Improvement Plan
2016-17

Cross Bayou Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal:	Katherine Wickett	SAC Chair:	Thanhnha Le

School Vision	100% Student Success

School Mission	Cross Bayou Elementary will provide a caring and success oriented learning environment that enables each child to become a respectful, responsible and motivated lifetime learner through a collaborative effort among students, staff, and the community. Our School Motto that students can say that supports our school misson is: Come Prepared Be Responsible Exhibit Kindness Show Respect

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
429	12.6 %	8.4%	19.3%	4%	55.5%	1%

School Grade	2016: C	2015: C	2014: C	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	44	42	52	56	53	51						
Learning Gains All	48		53									
Learning Gains L25%	37		24									

Total Instructional Staff:	52	Total Support Staff:	35

School Culture for Learning

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

School-wide Behavior Plan

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Katherine	Wickett	FT	4-10 years
Asst Principal	Eileen	Stull	FT	4-10 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other MTSS Coach	Cheryl	Sinks	FT	4-10 years
Other (specify)				

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 uses PBS strategies and our school-wide expectations/behavior plan all align with the PBS system. At the beginning of the school year, a school-wide assembly is held to review our school wide expectations, which we refer to as The PAW. The PAW expectations are Come Prepared, Be Respectful, Exhibit Kindness, and Show Respect. These expectations are reinforced at each monthly assembly and those students that meet our school goal of satisfactory or better behavior for the month participate in school wide incentives. Teachers reinforce the school and classroom expectations throughout the year in classrooms when they go over the flow of the day and at class meetings. School processes are demonstrated to all students on our morning news show.

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

School processes are demonstrated to all students on our morning news show. Classroom management plans are aligned with the 4 School-Wide Expectations. As a staff, we created our behavior guidelines (minor/major infractions list, strategies to try before interventions, intervention process and referral process) and this is reviewed with staff throughout the year. Students help create their classroom expectations. All classrooms use a 5 point behavior system and student behavior is recorded daily in the agenda as a way to communicate with the parents.

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.

Grade level teams meet each month with administrators to analyze school wide and district data to assess effectiveness of Core instruction. Intervention blocks are built into the master schedule to provide time for classroom teachers and hourly teachers to provide instruction for struggling students at the Tier 2 level. Progress monitoring data is collected bi-weekly to monitor the progress of these students. Hourly teachers provide additional interventions for students at Tier 3. Progress monitoring data is collected weekly to monitor the progress of these students. We provide after school tutoring for struggling students and have the STEM academy offered for students with an interest in math and science.
Core: Tier 1: monthly meeting to look at and analyze grade level assessments for all content areas and monthly behavior charts. Walk through data and spreadsheets will be used. We will use Data Warehouse and Performance Matters to access data.
Supplemental: Tier 2: OPM data collected bi-weekly and spreadsheets developed and stored on school server. Use to determine effectiveness of small group instruction and the intervention materials used.

Behavior data collected weekly for PBIP's and classroom behavior. Teams will look at this data to see patterns and address issues through class instruction.
Intensive: Tier 3: OPM collected weekly through AimsWeb. Analyzed at data meetings and PSW update meetings. Behavior data collected weekly for FBA's and adjustments will be made in plans as needed. The CST reviews attendance data bi-monthly and contacts parents as needed.

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?

Our MTTS Coach, our part time guidance counselor and our social services staff work with primary classes with lessons that target social skills, bullying, cooperation, respect, etc. Students that need more individualized support meet in small groups or one-on-one with these staff members. Our staff members participate in our Bobcat Buddy Program that pairs an adult with a student who needs additional support. This gives these students another adult who is checking in with them.

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

We monitor all students (Tier 1) using our classroom and district assessments for academic performance. We also use the School Dashboard to monitor for early warning signs (attendance, behavior, etc). We monitor classroom behavior data and referrals to look for trends that need to be addressed. In addition to this, for our Tier 2 & Tier 3 students we monitor our OPM data for academic performance and problem solve for ways to ensure maximum academic performance.

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?

We work with teachers in PLC's every 3 weeks to review academic and behavior data. These meetings focus on curriculum and implementation of standards. Administrators are highly visible on campus and we review lesson plans, which are all online or uploaded to a server. Administrators walk through classrooms to monitor the implementation of standards and look for teachers to be using high yield strategies with students. Our school is continuing to refine our implementation of goals and scales so that students are understanding how the work that they are doing is tied to the standards.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: For at least 80% of our staff and students to feel that they have been recognized for their achievements during the school year as measured by the Advance-Ed survey.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Staff members will have buckets on the wall outside of each classroom for others to be able to notice accomplishments and place compliment notes to the staff member in the bucket. Each week, 2 staff members will receive a tangible reward for their accomplishments through a random drawing. Students will receive Bobcat notes from adults in the school when they are making good choices that support our school-wide expectations. Each week, 6 students will receive an item out of the treasure box for their accomplishments through a random drawing.	Kathy Wickett and Eileen Stull

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: For 100% of classroom teachers to utilize the results of the Learning Style Inventory administered to all of our black students to plan lessons and work that will be geared toward these learning styles when possible so students stay engaged in learning and increase their understanding of content as measured by students attaining 80% on classroom assessments.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Administer the learning style inventory and give the information to teachers so that they can gear lessons toward using the preferred learning style for these students.	Cheryl Sinks

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?

> Grade levels create their scales for units together and can meet with the MTSS coach or administrators for planning. We have PLC's every 3 weeks to review academic and behavior data in which we review OPM, classroom assessments and district assessments.

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?

> We are focusing on defining strategies for specific subgroups for increased academic achievement. We want to ensure that all subgroups are getting the support that will best meet their needs. We use data from Performance Matters to look at subgroup performance and use information from conversations in PLC's.

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.

> This is our focus in data PLC's and we analyze data from Performance Matters as well as classroom assessments. As we progress through the year, we make adjustments to interventions based on student progress.

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).

> We have high expectations of students and communicate these expectations to parents at Open House and with students for unit scales. We relate what students are working on to the standard so they are aware of how their work is helping them meet the standards. We analyze data and make adjustments to strategies used to increase competence.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
PLC meetings – used to analyze data and to discuss academic/behavior strategies in grade level teams.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
We will use monthly behavior data, common assessment data, and classroom assessments as a basis to start discussions. We will look for trends that we want to continue and ones we need to change. We will problem solve ways to change strategies to increase student success.	Kathy Wickett and Eileen Stull
Instructional Strategy 2	
Extended Learning – to give students more time on learning tasks through after school tutoring and STEM Academy	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
We will use a pre/post test for Istation for tutoring and pre/post test for STEM Academy to show student gains in knowledge.	Kathy Wickett and Eileen Stull
Instructional Strategy 3	
Leadership Development – to encourage students to spend more time in class focused on their responsibilities	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
We will survey students regarding leadership opportunities and input they have into the school. We are instituting specific programs to encourage students to take leadership roles in their classroom which will in turn motivate them to want to make choices that keep them in the classroom.	Kathy Wickett and Eileen Stull

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 between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Our Social Committee provides opportunities for all staff to get together at school for celebrations and to rally together when we need support. We have a Staff BarBQ twice a year along with a variety of activities that staff can choose to participate in. We are going to provide more positive recognition of accomplishments by using the buckets outside of classrooms and will bring those to the staff meetings as well. We strive to have input from all staff by having committees and through our monthly team leader meetings. Our focus for professional growth is determined by the Deliberate Practice Plans (DPP) of our teachers. All teachers are continue to work on refine utilizing goals and scales and that we are providing professional development in this high yield strategy. As DPP's are completed we will add additional professional development to address those elements that teachers are working on to strengthen their practice.

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

We have PLC's scheduled at the end of the day every 3 weeks. We have a PLC for each grade level and for our ESE staff and Specialists.   All grade levels have the same PE time (30 minutes per day) for individual

collaboration. Our staff prefers to have our PLC meetings after school and an administrator is part of each PLC. We are focusing our PLC's on data analysis and looking at specific subgroup data. We are using this data to create plans of how to address each student making progress toward the standards.

🛑 **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?

Marzano Framework, Math problem solving. Yes we have seen evidence of increased teacher effectiveness, but this is not a one and done type training. We will continue to have trainings on Marzano Framework and Math, but we will tie it to more specific individual or group needs (not necessarily just a grade level)

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, Culturally Responsive Instruction or Data Driven Instruction).

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?
Marzano Frameworks training based on DPP's	Pre-school and throughout the school year	Instructional Staff	Increased knowledge in high yield strategies for instruction
ST Math	Pre-school and a follow training in September	Classroom Teachers	Learning how to use ST Math to support Core Math instruction
Core Connections in ELA	During the school year	4th and 5th grade teachers	Increased knowledge of ELA modules
District ELA training in ELA	During the school year	K – 3rd grade teachers	Increased knowledge of ELA modules
Training on Unified	During the school year	K – 5 teachers	To increase knowledge on digging deeper into data
Scientific Method Training	During the school year	K-5 teachers	To increase knowledge and ability to teach the scientific method

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).

Based on parent feedback, we will continue to have a weekly phone call message sent to families so that they are aware of upcoming events. We will continue to send an email version of the phone message in English, Spanish and Vietnamese to families that we have an email address for. We will continue to have a monthly event for families to participate in. This may be a curriculum focused night or a concert or a fun family event. We will have our PTA/SAC meetings the same night we have family event to encourage participation in these groups. Curriculum focused events include strategies for parents to help their students at home and give parents time to try out these strategies.

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 how to interpret and use student data via trainings, data chats or student-led conferences.

We have family event nights that focus on curriculum areas and give parents resources support academic achievement for their student. We provide translators in Spanish and Vietnamese and interpreters for ASL for all school events to ensure that all our families have access to the information provided. We have specific training for 3rd grade parents to help them understand the state mandates tied to 3rd grade promotion.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the 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	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key 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: To increase the number of parents participating in curriculum focused workshops	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Pair these workshops with PTA meetings. Offer workshops that have choice for parents to make on what they want to learn about in a hands-on environment	Kathy Wickett, Eileen Stull, Cheryl Sinks
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: Increase the business partnerships with our school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Family and Community Liaison will seek out additional business partnerships for our school	Kristina Wallace

{Section 2} – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.
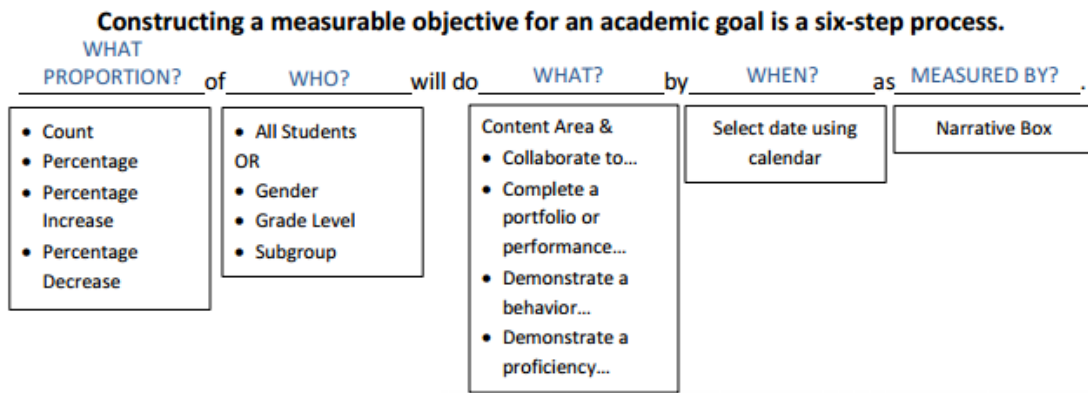
Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	**Goal Manager:** Kathy Wickett & Eileen Stull
Increase the percentage of students in grades 3-5 scoring a level 3 or higher on the FSA ELA from 44% to 75%. Increase the percentage of students in grade 2 scoring a stanine of 4 or higher on the SAT 10 from 62% to 80%. Increase the percentage of students in grade 1 scoring a stanine of 4 or higher on the SAT 10 from 48% to 75%.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
PLC's that focus on data analysis and specific grade level training on high yield instructional practices.	OPM data and Common Assessment Data. Fidelity checks will be completed by MTSS Coach each month. Administrators will conduct weekly walkthroughs.

| Use of Jan's Richardson's Guided Reading Program for differentiated instruction within the 90 minute reading block.

Istation monthly diagnostic test will be used to target interventions needed. | Fidelity checks will be completed by MTSS Coach each month. Administrators will conduct weekly walkthroughs.
Istation data |

Mathematics Goal	**Goal Manager:** Kathy Wickett & Eileen Stull

Increase the percentage of students in grades 3-5 scoring a level 3 or higher on the FSA Math from 52% to 75%.
Increase the percentage of students in grade 2 scoring a stanine of 4 or higher on the SAT 10 from 70% to 80%.
Increase the percentage of students in grade 1 scoring a stanine of 4 or higher on the SAT 10 from 69% to 75%.

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Utilize ST Math to support student's conceptual knowledge of mathematics Schedule computer time for ST Math for each class (60 minutes per week for primary and 90 minutes per week for intermediate grades)	ST Math monthly data and Administrative Walkthroughs Review ST Math data each month with teachers to see where there are gaps and students are stuck and create a plan of focused questions to help students achieve the concepts they are stuck on.
Implement problem based math strategies. Math warm-up activities that focus on number sense strand	Informal and Formal classroom assessments and District Assessments Increase in students being successful at completing the warm up activities and applying this knowledge to other math activities.

Science Goal	**Goal Manager:** Kathy Wickett & Eileen Stull

Increase the percentage of students in grade 5 scoring a level 3 or higher on the FCAT Science from 54% to 75%.

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Use the 10-70-20 Science Workshop Model consistently in each classroom.	Informal and Formal classroom assessments and District Assessments. Use Science Lab pre and post tests to measure understanding of the Science Lab concepts taught.
All 5th grade classes review the 3rd/4th grade science standards to identify areas they need to reteach to ensure their students have a solid foundation in science concepts	Use Diagnostic Science Assessment at the beginning of the year and mid year to measure student understanding of Science Concepts.

Consistent use of the Science Lab in grades 3-5	Monitor consistent use through weekly Administrator Walkthroughs.
All 3rd – 5th grade classes will take the pre/post tests to determine successful learning of the concepts taught in each lab.	Science Lab pre/post tests

⬡ Other School Goals*

*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 School, etc.)	
Goal Name: Healthy School Goal – Increase the schools' eligibility for national recognition from 4 of 6 areas to 5 of 6 areas of the Alliance for a Healthier Generation's Healthy Schools Program Assessment modules.	**Goal Manager:** Jennifer Francisco

Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2015-16, school was eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** Irene Seybold / Rita Browning
70% of the students in STEM for grades 2nd – 5th answering the Nature of Science questions on District Science Assessments with 90% accuracy.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
After school STEM Academies will be run for grade 2 - 5	Increase in Science scores on District Assessments
STEM teachers will participate in the PCS STEM Expo to showcase the STEM Academy project.	

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

Actions / Activities in Support of Goal	Evidence to Measure Success

⬢ Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Cheryl Sinks
Increase the percentage of black students in grades 3-5 meeting or exceeding proficiency in ELA from 31.8% to 50%. Increase the percentage of black students in grades 3-5 meeting or exceeding proficiency in Math from 34.8% to 50%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Provide an adult on campus to be a Bobcat Buddy for all below proficient Black students to be able to meet with these students weekly as a support system.	Assignment of Bobcat Buddies and log of sessions
All Level 1 & 2 Black students will receive targeted reading interventions daily that will be progress monitored weekly All Black students will be given a Learning Styles Inventory and teachers will utilize this information to plan lessons/work that matches the learning style of the students when applicable to help them gain a better understanding of the content.	OPM data Learning Styles Inventory Classroom assessments FSA

Subgroup Goal (ELL)	Goal Manager: Nancy Fallin
Increase the percentage of ELL students in grades 3-5 meeting or exceeding proficiency in ELA from 40.9% to 50%. Increase the percentage of ELL students in grades 3-5 meeting or exceeding proficiency in Math from 50% to 60%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Providing additional vocabulary development for ELL learners who are below proficiency.	District and classroom assessments.
All Level 1 & 2 ELL students will receive targeted reading interventions daily that will be progress monitored weekly	OPM data

Subgroup Goal (ESE)	Goal Manager: Claudia Boyd / Melissa Hebbeler
Increase the percentage of ESE students in grades 3-5 meeting or exceeding proficiency in ELA from 20.4% to 50%. Increase the percentage of ESE students in grades 3-5 meeting or exceeding proficiency in Math from 22.4% to 50%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
All Level 1 & 2 ELL students will receive targeted reading interventions daily that will be progress monitored weekly	OPM data
Provide additional vocabulary development for DHH students in ASL using DiPerri strategies	District and classroom assessments and walk throughs.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School #	School %
Students scoring at FSA Level 1 (ELA or Math)	0	0	25	26	37	88	17
Students with attendance below 90 %	14	9	10	6	10	72	14
Students with excessive referrals**	0	1	0	1	1	3	1
Students with excessive course failures**	17	8	9	17	19	70	14
Students exhibiting two or more indicators	0	0	0	4	10	17	3

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. 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.
Decrease the number of students absent 10% or more from school by 5%	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Provide monthly incentives for students in attendance.	Increase in students receiving monthly incentives
Contact families with attendance issues and work with CST to provide supports for these families	Average Daily Attendance and individual attendance records

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of referrals of male students receiving referrals from 25 to 20 or less.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Meet in small groups with male students that are demonstrating behavior issues to teach strategies they can use to engage a positive replacement behavior.	Decrease in referrals for male students.

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.

We will provide after school tutoring twice a week for students who are not proficient in ELA and/or Math. We offer 2 STEM Academies after school for students in grades 2-5. We offer Little Kid's Rock as a music extended learning.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Increase the number of students that regularly attend after school tutoring from 60% to 80%

Actions / Activities in Support of Goal	Evidence to Measure Success

Personally invite students to after school tutoring.	Tutoring attendance
Follow up personally with families if we see a decrease in attendance in after school tutoring	Tutoring attendance

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	34	% with advanced degrees	38.2%
% receiving effective rating or higher		% first-year teachers	2.9%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	14.7%
% certified in-field**	100%	% with 6-14 years of experience	29.4%
% ESOL endorsed	47.1%	% with 15 or more years of experience	52.9%

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

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

We pair new teachers with a school mentor. We have monthly meetings with teacher that are new teachers, new to our school or who have changed grade levels to provide support. Teachers are recognized for accomplishments. Staff celebrations are regularly scheduled.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Thanhnha	Le	Asian	Support Employee
Katherine	Wickett	White	Principal
Michelle	Sacco-Eanes	White	Teacher
Mandy	Smolka	White	Parent
Shanon	Raley	White	Parent
Shy	Boston	Black	Business/Community
Luis	Avila	Hispanic	Parent
		Select	
		Select	
		Select	

SAC Compliance

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

☒ Yes	☐ No (Describe the measures being taken to meet compliance below.)

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

☒ Yes	☐ No	Committee Approval Date: 9/1/2016

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Cheryl Sinks

State Days / Intervals that Team meets below.
We meet every Thursday at 2:00

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.

Use this space to paste budget, if desired.