

WELCOME TO  
**change**



# **School Improvement Plan 2016-17**

## **Fuguitt Elementary School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

<b>Principal:</b> Kathlene Bentley	<b>SAC Chair:</b> Linda Steenberge
------------------------------------	------------------------------------

<b>School Vision</b>	The vision of Fuguitt Elementary is 100% student success!
----------------------	---

<b>School Mission</b>	The mission at Fuguitt Elementary is to "Prepare tomorrow's leaders today."
-----------------------	---

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
584	2%	16	14	4	63	1

<b>School Grade</b>	<b>2016:</b> B	<b>2015:</b> C	<b>2014:</b> C	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	45	46	48	52	67	53						
Learning Gains All	58		65									
Learning Gains L25%	51		41									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kathlene	Bentley	FT	4-10 years
Asst Principal	Kim	Short	FT	4-10 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Math Intervention Tchr.	Laura	Johnson	FT	1-3 years
Other (specify)				
<b>Total Instructional Staff:</b>	55		<b>Total Support Staff:</b>	30



# 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).

Students are taught the School-wide Guidelines for Success by their teachers who infuse CHAMPS with our seven habits lessons at the beginning of the year to teach school wide expectations and common area expectations.

We embed the Covey Leader in Me Program into daily learning where students understand the impact they have on their learning and learning how to tap into their own leadership abilities.

Fuguitt Elementary School's Guidelines for Success based on Covey's 7 Habits of Happy Kids:

1. Be proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand, then to be understood
6. Synergize
7. Sharpen the saw

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?

Our School Wide Behavior Plan reflects the 7 Habits as followed in our Leader in Me Program. It is reviewed annually by all stake holders and revised during the summer. The Discipline Committee will review the revision and it will be presented to the staff during pre-planning days. The first ten days of school our teachers use CHAMPS lessons in conjunction with the first Covey principle Be Proactive to teach the school wide expectations. Our School Wide Behavior Plan lists specific behavior incidents and the steps for staff to follow addressing the behavior. The school wide behavioral system incorporates the principles of The Leader In Me program which transfers to individual classroom behavior plans. We monitor the implementation by reviewing data regularly and noting discipline disparities.

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.

SIP goal teams meet monthly to review the SIP. The staff is reminded that the SIP is a fluid document to be updated and modified to meet the needs of our school and reflect the adequate use of resources. The MTSS meets weekly. Both academic and behavioral data is reviewed by the team and shared with teachers. Interventions being implemented are reviewed and adjusted during monthly data chats where teachers and hourly teachers joining the MTSS. The core curriculum instruction Tier 1. Tier 2 academic interventions are used for students identified by deficient scores on formative and common assessments. Teachers will implement Tier 2 interventions for each student needing them and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students receiving interventions in tier 2 groups and compared with others as well as in relation to grade level expectations. Data will be graphed and discussed at SBLT. Tier 3 Academic interventions will be used for students not meeting expectations within Tier 2 interventions. If a student is not making adequate progress with Tier 2 interventions, the interventions being used will be adjusted, or the student will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by the MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.

Tier 1 behavior are the school-wide Rules for Success. Tier 2 behavior interventions are used for students with repetitive office discipline referrals. An individual plan is developed such as daily check in and out with a specific staff member. Tier 3 behavior interventions are used for students not making adequate behavioral progress with the use of tier 2 interventions. A FBA/ PBIP is developed and measured by collection of data including office referrals.

**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 school counselor meets with students regularly. The groups are based on student needs, identified by teachers, SBLT, staff members, family, or community. Varying strategies are used to support these students. Some reasons students meet with the counselor or are in a group with her are because of divorce in the family, anger issues, death of a family member. The problem solving process we use is first identify and define the problem, generate alternative solutions, evaluate and select an alternative then implement and follow up on the solution. To evaluate the effectiveness of the intervention strategies, we look at whether or not there is improvement, does it have negative long-term consequences, is it affecting the student’s motivation to learn, is it an effective use of time and is it backward or forward? Meaning, does it focus too much on what the student did and not enough on what the student will do from this point forward. Some barriers include having specific strategies readily available for teachers/students and finding the appropriate balance between benefit and lack thereof for the student’s well-being. Many of these strategies include services from our guidance counselor, school social worker, and school psychologist. The Pack a Sack Program is available for providing additional food for use at home by students in need. Recess is used to meet physical, social and emotional needs and is provided daily for students in all grades. Several teachers in the upper grades use Class Dojo points to recognize appropriate student behavior and identify students consistently exhibiting difficulty meeting classroom expectations.

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).

The leadership team meets weekly with MTSS Team. SIP goals are shared in the school data room and reviewed weekly during MTSS meetings and during Data chats. Performance Matters, School Dashboard, FOCUS, student Office Referrals, Excessive Absence Referrals, and AIMS web graphs are used as data sources. The teams identify resources and processes for managing data, reviews both academic and behavior data, reviewing and revising the resource map for interventions and strategies available on site. The team plans for modifications of instructional strategies and interventions for students. SIP goal committees meet monthly to review the SIP and share progress across content areas. SIP goal managers upload the notes from their SIP team's meeting into the Fuguitt folder on our server with access for all staff members. We begin by reviewing data from the end of last year at the beginning of this school year. Teachers will implement Tier 2 interventions for each student in Tier 2 and progress monitor them using the progress monitoring tool tied to the intervention. Data will be graphed and discussed at SBLT. If a student is not making adequate progress, interventions will be adjusted or the student will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by the MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.

**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?

Fuguitt Elementary is a Covey Leader in Me school. Great emphasis is placed on following the seven leadership habits to reach individual and school wide goals. During PLCs /MTSS meetings data is analyzed and instructional strategies are discussed and assigned based on the individual needs of students. Teachers

utilize district curriculum and content guides aligned with Florida Standards as the core for planning instruction. Administrators will monitor alignment of planned instruction with the standards. Daily classroom walkthroughs, informal observations, and formal observations conducted by administrators will ensure that instruction aligns to the standards. Pinellas County Schools provides curriculum guides, which outline the standards. Monthly meetings are held to provide support to teachers and specialists> Grade levels plan together in which the Curriculum Specialist and principal attends. Administrators do weekly walk through of the classrooms and monitor lesson plans. For students not meeting proficiency/target goals we look at the % of students needing a different instructional strategy of delivery or program. If the number of students is less than 20% individual/group plans are developed (tier 2). If more than 20% are not meeting proficiency/targets goals then a tier 1 approach is taken. Students scoring in the lowest 25% will be offered after school tutoring through Promise Time. The focus will be based on reading and math interventions using the i-Ready program and small group instruction. The after school STEM Clubs led by four of our teachers will take place one hour a week after school.

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: To increase the recognition and encouragement our teachers give for positive behavior, thus reducing the number of classroom discipline referrals this school year by 20%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Fully implement the revised Leader in Me School Wide Behavior Plan by consistently rewarding positive behaviors and minimizing the rewards for challenging behaviors. We will increase the number of ways to provide positive reinforcement and ensure the positive reinforcers are what the student views as a reward.	Kathi Bentley, Kim Short
<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: Our primary goal is to reduce the discipline and learning gaps between Black and Non-black students by 20% in our school by developing a positive relationship with an adult in our school. 1.65 % is the current risk ratio for a black student to receive a discipline referral and 3.5% to receive an Out of School Suspension.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The use of the School Wide Behavior Plan which fully integrates the Leader in Me leadership habits with increased student buy in and improved parent communication with documentation through our Parent Compact. Specifically, we will implement restorative justice which focuses on placing value on relationships and repairing relationships. This will be implemented by focusing on ways to right the wrong and repair any harm that is done. We will also blend informal restorative practices which are small ways to staff can influence a positive environment by using affective statements and questions which focus on people’s feelings.	Kathi Bentley, Kim Short



## 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?

We had huge successes in Science with double digit gains and the Learning Gains in the lowest 25% of ELA and Math. We utilized data from our Common Assessments and ultimately the Florida Standards Assessment.

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?

Classroom teachers will teach Florida Standards using a variety of resources. There are monthly curriculum meetings, SIP PLC's, and grade level PLC's. Grade levels will plan together using the county pacing guides. The administrators will conduct ongoing walk-throughs of classrooms using iObservation and the Administrator Quick Glance Guide. Lesson plans are reviewed by administrators. Data is reviewed at the end of each month by looking at iObservation reports during Administrative Team Meetings.

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 formative assessments which are mostly teacher created and informal in nature to monitor student learning. Teachers use the county provided exemplar scales along with scales they create on their own or as a team as the year progresses. Small groups are adjusted based on this data and differentiated instruction delivered to meet the needs of individual learners.

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 monitor individual and grade level data regularly paying close attention to students that have retained or are older than grade appropriate age. Students identified as high risk are provided additional support as needed throughout the year whether it is through the student services team or assignment of a mentor. Our guidance counselor arranges visits to middle schools our students will attend or makes arrangements for their sixth grade school counselor to come and visit our students. Kindergarten students that attended Pre K, we utilize the Bright Beginnings assessment data and for those that have not attended Pre K, we utilized the FLKRS data the first month of school.

**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.

<b>Instructional Strategy 1</b>	
Collaborative planning- Teachers have adequate and regular times to meet as a grade level to plan and for weekly PLC's to develop lessons from the Florida Standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will analyze results from common assessments and formative assessments to monitor the progress of individual students, classes, and grade levels. Based on the data, teachers will determine the individual needs of the students and implement appropriate researched-based classroom strategies and interventions. A PMP or Progress Monitoring Plan is developed for the students not meeting expectation.	Kathi Bentley Kim Short
<b>Instructional Strategy 2</b>	
Teachers will use small group instruction to differentiate instruction.	

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will analyze results from common assessments and formative assessments to monitor the progress of individual students, classes, and grade levels. Tickets out the door will be used regularly for teachers to monitor student understanding after individual lessons and use this data to readjust lessons and small groups. This will be monitored by administrators by daily walkthroughs, informal observations, feedback from ISM visits and formal observations.	Kathi Bentley Kim Short
<b>Instructional Strategy 3</b>	
Teachers will utilize goals and scales aligned to the learning goal to assess and inform both teachers and students in increase their understanding of the learning target and goals.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will utilize goals and scales when planning for and delivering instruction. Time will be spent teaching students how to recognize the goals and understand learning scales and rubrics to track their understanding. Ongoing training will take place through PLC's and curriculum meetings with teachers becoming familiar and able to create their own learning scales.	Kim Short Kathi Bentley



## 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 hospitality committee works closely with our school administrators to arrange school wide staff activities encompassing Covey’s seven leadership habits while bringing together the total staff. Our staff painted rocks together with every individual creating a rock that symbolizes something important personally and the rocks were placed in our butterfly garden. A bulletin board in the main hallway is devoted to staff interests and facts. This is an example for our students of the importance of recognizing differences and using synergy to work as a team. Administration works closely with the team leaders to deliver information fairly and consistently to teams.

**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.

Each grade level has a common planning time due to our block schedule. The teams meet weekly in grade level PLC’s to plan. Administrators, our math intervention teacher, or visiting staff developers attend the PLC’s to help with planning. After each round of common assessments a Data Chat is held for each individual grade level during their common planning time. Data is a reviewed by class and grade level.

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

During the past year, Fuguitt has focused on using learning scales effectively to help students monitor their progress towards the learning goal. We have seen an increase in the use of scales and teams working together to create more scales as the year progressed. We noted that teacher understanding of Florida Standards increased with the use of scales being more consistently used. This was observed through regular classroom walk-throughs by administrators and review of weekly lesson plans. Our next step is to review the effective use of scales during pre-school training and regularly check for learning scales being used across curriculum subjects.

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?
Teachers signed up for reading, math, Smart Board, ESOL training over the summer using PLN.	Summer	Various Teachers	New strategies being used
Grade Level District Training	Pre-School	All Teachers	Understanding of teaching grade level Florida Standards
School Wide Behavior Training	Pre-School	Teachers/Staff	Full implementation and understanding of the School Wide Behavior Plan
Marzano Appraisal Book Studies	Twice Monthly	Teachers/Staff	Increased proficiency on the individual teacher appraisals
Core Connections Training	Twice each semester	Teachers	Increased proficiency in teaching ELA modules





# 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).

Title I provides each student at Fuguitt Elementary with an agenda planner to allow consistent communication between home and school. Parents are encouraged to communicate with the teacher using the planner and the teacher has the ability to respond in writing, by phone or email. Information is posted on our school website and families are encouraged to become a part of our school community by participating in committees and attending functions sponsored by the school. Parents are invited to attend conferences with the teachers to stay up to date on their child's academic and social growth. Monthly newsletters, messages on the school marquee, fliers advertising family functions, personal phone calls and School Messenger are used to communicate with stakeholders.

**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.

Our school provides trainings for families during Family Fun Nights to share strategies and tools that can be used at home to support student learning. At the beginning of the year we share with families our school data during our Title One Annual Meeting. Our Connect to Success program provides students with computers to use at home accessing academic resources that support learning. We have school-wide

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

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

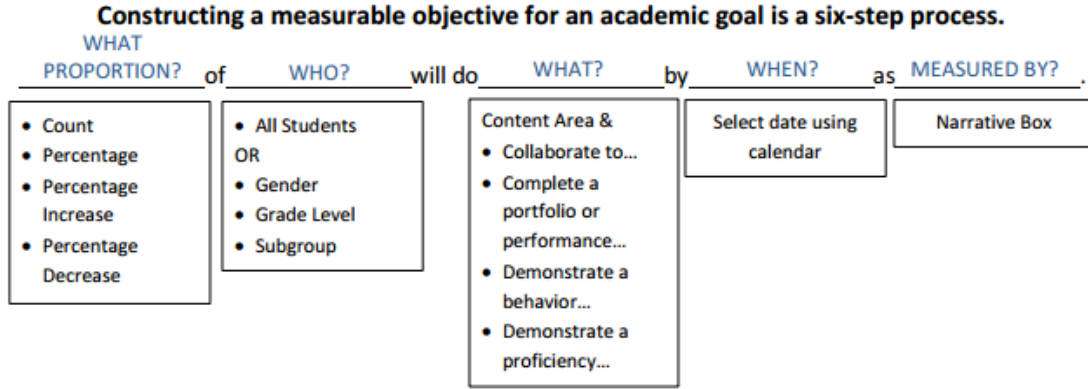
## Family Engagement / Key Strategies

**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: Our primary goal to build stronger connections with families and to link these efforts to student learning outcomes by increasing our number of parent involvement events that are “tied to student learning” by 50%, from 4 to 6 family events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will create student assignments and expectations that are presented to families in a “parent friendly” manner. Teachers will provide information in both written and verbal form at the beginning of the year during Open House and parent conferences of ‘parent friendly’ directions and expectations for the assignments their child will be completing. We will also hold parent trainings throughout the year dealing with supporting academic learning.	Kathi Bentley- principal Kim Short- assistant principal
<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?	
Goal: Our primary goal and strategy is to increase our school’s involvement in the community and our families’ involvement with our school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Delivering weekly automated school messenger phone calls informing parents of upcoming events, deadlines, activities, and educational programs.	Kathi Bentley-principal Kim Short- assistant principal

## Section 2 – School Goals / Action Steps

### Academic Goal



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.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Kiki Kallas
To increase the percentage of students scoring at proficiency level or higher on the 2017 Florida Standards Assessment (FSA) from 45% to 55%, the percentage of students making learning gains from 58% to 63%, and the percentage of students in the lowest 25% making learning gains from 51% to 55%.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Target standard based instruction (Core Curriculum)- Set and communicate a purpose for learning and a learning goal in each lesson.	Review of Lesson Plans, PLC notes, and walk through data by administration. Common assessment data, ongoing

<p>Determine Lesson: *Is aligned with a course standard or benchmark and to the district/ school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale throughout the lesson</p>	<p>Formative and Summative assessments, and Florida Standards Assessment data.</p>
<p>Implement high yield strategies- Provide formative assessments to differentiate and scaffold instruction to increase student performance.                  Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur.</p>	<p>Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check, review of Lesson Plans, PLC notes, and walk through data by administration. Common assessment data, ongoing Formative and Summative assessments, and Florida Standards Assessment data.</p>

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Laura Johnson	
<p>To increase the percentage of students scoring at proficiency level or higher on the 2017 Florida Standards (FSA) for Mathematics from 48% to 58%, the percentage of students making learning gains from 65% to 70%, and the percentage of students in the lowest 25% making learning gains from 41% to 46%.</p>		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
<p>Targeted standards based instruction- Set and communicate a purpose for learning and a learning goal in each lesson.                  Determine Lesson: *Is aligned with a course standard or benchmark and to the district/ school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale throughout the lesson</p>	<p>Review of Lesson Plans, PLC notes, and walk through data by administration. Common assessment data, ongoing Formative and Summative assessments, and Florida Standards Assessment data.</p>	
<p>Implement high yield strategies and increase instructional rigor- Provide formative assessments to inform differentiation and instruction to meet the needs of all learners.                  Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning,</p>	<p>Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check, review of Lesson Plans, PLC notes, and walk through data by administration.</p>	

<p>lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p> <p>Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks using the District provided planning documents and unit planning process. The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	<p>Common assessment data, ongoing Formative and Summative assessments, and Florida Standards Assessment data.</p>
--	--

<b>Science Goal</b>		<b>Goal Manager: TBA</b>	
<p>Increase the number of students achieving proficiency from 68% to 73% as measured by Science Standards Assessment.</p>			
<b>Actions / Activities in Support of Science Goal</b>		<b>Evidence to Measure Success</b>	
<p>Utilize data from the Science diagnostic pre-test (beginning of the year) to inform instruction including develop and adhere to a Science Lab schedule where ALL 3rd, 4th, and 5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.</p>		<p>County Common Assessments, teacher designed formative assessments, State test of Science Florida Standards</p>	
<p>Establish routine practice of the 10-70-20 Instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning. Identify dates and schedule a Science Coach to provide PD for all teachers in implementing the 10-70-20 model with fidelity.</p>		<p>County Common Assessments, teacher designed formative assessments, State test of Science Florida Standards</p>	

**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.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Jodi Short
<p>The STEM club will be used to enrich student knowledge and understanding of math and science. Students of varying academic levels will be chosen in grades 1<sup>st</sup>-5<sup>th</sup> to participate and increase their performance on state, formative, and district county assessments. Our expectation is that by the end of this school year these students score a Level 4 or above on the Math FSA and Science NGSSS assessments.</p>	

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>To increase student performance in the area of STEM lesson will be focused on real world issues and problems guided by the engineering design process.</p> <p>Immerse students in hands on inquiry and guided exploration.</p> <p>Involve students in productive teamwork.</p> <p>Apply rigorous math and science content. Adding relevance to their math and science learning.</p>	<p>Science and Math County Common Assessments, teacher created formative assessments, state assessments</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<p><b>Goal Name:</b> Healthy School</p>	<p><b>Goal Manager:</b> Ann Rasmussen</p>
<p>Healthy School Goal - Work towards Bronze Level recognition with the Alliance for a Healthier Generation.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2015-16, school was eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>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.</p> <p>Target for 2016-17, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition.</p>	<p>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.</p>

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

 Academic Achievement Gap

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Kim Short, assistant principal
To close the achievement gap by increasing the percentage of Black students scoring at proficiency level or higher on the 2017 Florida Standards Assessment (FSA) ELA from 30% to 40% and on the FSA Math from 26% to 36%.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Review data regularly of Black/African American students at PLC's and assign struggling black students a staff member to mentor and support their academic learning by using mentoring strategies such as being a good example, providing problem solving strategies, encouraging excellence, listening and supporting, and offering challenging opportunities to help move our students to the next level.	Common Assessment data, formative assessments, Florida Standards Assessments.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Angela Warner, school counselor
To close the achievement gap by increasing the percentage of ELL students scoring at proficiency level or higher on the 2017 Florida Standards Assessment (FSA) ELA from 25% to 35% and on the FSA Math from 25% to 35%.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
Review data regularly of ELL students and assign struggling students a staff member to mentor and support their academic learning by using mentoring strategies such as being a good example, providing problem solving strategies, encouraging excellence, listening and supporting, and offering challenging opportunities to help move our students to the next level.	Common Assessment data, formative assessments, Florida Standards Assessments.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Doreen Sloan, VE Resource Teacher
To close the achievement gap by increasing the percentage of ELL students scoring at proficiency level or higher on the 2017 Florida Standards Assessment (FSA) ELA from 45% to 55% and on the FSA Math from 48% to 58%.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Review data regularly of ESE students and assign struggling students a staff member to mentor and support their academic learning by using mentoring strategies such as being a good example, providing problem solving strategies, encouraging excellence, listening and supporting, and offering challenging opportunities to help move our students to the next level.	Common Assessment data, formative assessments, Florida Standards Assessments.

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

### 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	
						#	%
Students scoring at FSA Level 1 (ELA or Math)			41	19	11	71	28
Students with attendance below 90 %	20	13	29	17	16	118	20
Students with excessive referrals**	5	11	11	9	8	48	13
Students with excessive course failures**	0	0	0	0	0	0	0
Students exhibiting two or more indicators	0	0	0	7	4	11	2

\*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**

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
Increase the daily attendance of students during the 2016-17 school year to a minimum of 95% by regularly tracking and reviewing attendance data during Child Study Team meetings.	
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>
Fugitt's school wide daily attendance will be reviewed regularly by the Child Study Team with parent contact first being made by the classroom teacher when a child is absent without a parent or doctor's note. Implement ongoing reward system to recognize students on a monthly basis for perfect attendance. Administration and teachers will utilize positive reinforcement measures to recognize improvement of attendance such as notifying parents and recognizing students on our morning show.	Daily attendance as recorded on FOCUS

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Our school wide discipline goal is to reduce the number of students receiving referrals from 43 to 32.		
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>	
Review of the school wide behavior plan at the beginning of the year during pre-school with all staff members and ensure that all teachers have a well-defined classroom management plan. Our school and classroom behavior plan will be focused on the 7 Habits from the Leader in Me.	Number of incident reports and office referrals	
Reintegrate students into the classroom setting following a conflict by addressing the specific issue involved in the identified incident and creating a re-entry plan where the student is recognized for positive choices more than undesirable behavior.	Number of incident reports and office referrals after first infraction.	

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Reduce the number of discipline referrals received by African American students by 50%, from 10 to 5 black students.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
Relationship building: Identify African American students receiving incident reports and office referrals. Pair these students with a staff member who will meet with them regularly and review their academic and behavior progress towards individual goals.	Number of incident reports, office referrals, common assessment data.	

**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.

Data sources used to identify students in need are Performance Matters and Focus.
---

<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: Increase the number of students participating in the after school tutoring from 75 to 125 students at Fuguitt Elementary for students identified as struggling based on standardized test scores. Tutoring will begin in August 2016 and end in May 2017.



Actions / Activities in Support of Goal	Evidence to Measure Success
Students will be identified by the assistant principal, SBLT, and classroom teachers to take part in the Extended Learning Program held at Fuguitt Elementary. The ELP will take place Tuesday, Wednesday, and Thursday each week with a focus being on reading and math. Letters will be sent home inviting the students to participate in the Extended Learning Program.	Ongoing iReady assessments which will be administered during participation in the after school tutoring program, common assessment data, SAT 10 data, and Florida Standards Assessment data.

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	55	% with advanced degrees	10
% receiving effective rating or higher		% first-year teachers	1
% highly qualified (HQT)*	100	% with 1-5 years of experience	18
% certified in-field**	100	% with 6-14 years of experience	34
% ESOL endorsed	49.1	% with 15 or more years of experience	43

\*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.

A partnership exists with local universities to provide pre-service teachers with observation and practicum experiences in our school, in an effort to begin to identify viable candidates for future openings. Mentors are assigned to new teachers to provide ongoing support. Professional development is differentiated to meet the needs and interests of teachers. Resources are provided as needed to support teachers in their ongoing work with students. Providing a supportive and engaging environment for teachers is a priority. Throughout the school year, the principal and assistant principal provide support and feedback through observations and walk throughs in efforts to retain our highly qualified teachers. Mentors are assigned to teachers new to a grade level and with less than three years teaching experience. Monthly support meetings take place with the teacher and mentor. Administration observes intern teachers and substitutes for consideration for future teaching positions.

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Linda	Steenberge	White	Parent
Kathi	Bentley	White	Principal
Kim	Short	White	Other Instructional Employee
Jodi	Short	White	Other Instructional Employee
Lori	Roberge	White	Business/Community
Gigi	Charles	Black	Other Instructional Employee
Cris	Bentley	Hispanic	Business/Community
Amanda	Lincoln	White	Business/Community
		Select	
		Select	

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (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?

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

**SBLT / MTSS Leadership Team**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Angela Warner
---	-----------------------------	----------------------------

State Days / Intervals that Team meets below.
Each week on Wednesday morning while complete team is in the building.

**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.

We will use SIP funds to purchase the books for our first and second semester Book Study that address instructional strategies referenced in the SIP. The first Book Study is regarding
---

Differentiation Instruction using the book "Organizing for Instruction". The second semester Book Study we will use the book "Practicing Skills, Strategies, and Processes".

"Organizing for Instruction"- 10 copies @ \_\_\_\_\_ =

"Practicing Skills, Strategies and Processes"- 10 copies @ \_\_\_\_\_ =