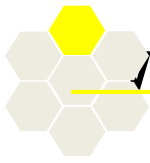# School Improvement Plan
2016-17

<u>Gulf Beaches Elementary Magnet School</u>

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Robert Kalach, Jr.	SAC Chair:	Heather Giminez

School Vision	100% Student Success

School Mission	To educate and prepare each student for college, career, and life

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
348	3%	6%	13%	6%	72%	.002%

School Grade	2016: B	2015: A	2014: No Grade	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	59	63	60	63	79	64						
Learning Gains All	53		63									
Learning Gains L25%	61		35									

School Leadership Team

Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Kalach, Jr.	FT	1-3 years
MTSS Coach	Natalie	Baker	FT	1-3 years
Other	Cody	Piland	FT	1-3 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				

Total Instructional Staff:	23	Total Support Staff:	12

School Culture for Learning

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).

> Gulf Beaches Elementary Magnet implements school wide expectations for all students and staff. Expectations are taught and revisited regularly throughout the year. School wide expectations are infused within the classroom behavior systems. The systems are used to promote positive behaviors throughout the campus and all areas of student movement. Shark Bytes are given to students who uphold our FINSUP expectations. FINSUP = Ferocious Learners, Innovative, Nice, Self-Control, Understanding, Positive. Weekly drawings as well as monthly school store are incentives for those students that continue to follow and meet expectations of our school.

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 wide expectations are infused within the classroom behavior systems. The systems are used to promote positive behaviors throughout the campus and all areas of student movement. Shark Bytes are given for those uphold our FINSUP expectations. Weekly drawings as well as monthly school store are incentives for those students that continue to follow and meet expectations of our school. During preschool and SIP meetings, behavior expectations are reinforced with staff.

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

> To implement our MTSS, the Admin team meets weekly to discuss students and the approach to our students' needs. Processes and procedures are in place to handle any need of the students with options that allow for a seamless transition of interventions. Monthly infraction tracking is done to review the data and move focus if needed. Teachers can nominate academic and/or behavioral students of concern via the form we developed. Formative Assessments are implemented in each class, each week, rotating core subjects. School wide assemblies are held for students to reinforce expectations.

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?

> GBEMS follows a different staffing model. Our administrative meetings are used to focus on students' needs and supports. The resources we have are limited being that we have a social worker and psychologist on campus one day a week. On that day, our MTSS reviews all information/data that has been discussed at weekly PLC's, monthly Data Chats, administrative meetings, and all other conversations pertaining to students. From there the team discusses the best plan of action and the plan is put into place and data is collected.

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).

Our school conducts weekly PLCs, monthly data chats, SBLT (MTSS meetings), ESE update meetings with our ESE and MTSS staff, as well as having nomination forms based on teacher input. We also use CIMS and the school dashboard to look over the data. MTSS staff member keeps a log of minor reports to compare to infractions within the system.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The leadership team is in constant conversation with teams as well as supporting staff. This ensures that everyone is on the same page, working for the same goal- 100% student success. Our focus is on rigorous, standards-based teaching and learning within the curriculum. Students are assessed both formatively and summatively in order for all stakeholders to review and utilize achievement data to move learning forward. Supports to facilitate: Created a school wide master calendar that includes designated blocks of time, weekly, for grade level teams to plan and collaborate with the deliverables of well-constructed lesson plans around the standards for effective instructional delivery, time and support (when needed) from the administrative team and Just In Time coaches as additional resources, and a major emphasis, for this school year, on the development of formative assessments (developed and conducted on a rotational weekly basis in the areas of ELA, Math and Science).

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Reduce and/or eliminate loss of student learning time due to repeated misconduct behaviors (this type of behavior accounted for the majority of our 17 office referrals during the 15-16 school year). Our goal is to reduce our referral risk per student from 0.9% to 0.5% this school year. The RtI process is in place for all students. Teachers can make nominations at any time, using the RtI Referral Form. Our MTSS Coach works with our support team, teachers, and students to facilitate the process.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Working with TnT teams, district leaders, MTSS staff	Natalie Baker
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: Reduce minors and infractions in the area of repeated misconduct for both Black and Non-Black students. Reduce the learning gaps between Black and Non-Black students. 43% of Black students scored within the proficient range on the FSA ELA Assessment. 58% of Non-Black students scored within the proficient range on the FSA ELA Assessment. The gap in achievement does not appear to correlate proportionally to our discipline data resulting in loss of instructional time (i.e. office referrals and suspensions).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Data collection and continue to monitor the number of black and non-black students within the minor and major infractions. Implement interventions, social groups, mentoring programs, and other recourses to close the gap. Learning gaps are being focused on, as stated, with attention to standards-based lesson planning for rigorous instructional delivery. This year, a predominant focus is on the establishment and utilization of formative assessment within the classroom across all grade levels.	Robert Kalach Natalie Baker Cody Piland
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	

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?

Rigorous, standards-based instruction occurs at all grade levels. Teachers follow the district-created curriculum guides as a support for instructional resources and pacing. An established master schedule, based on the prescribed daily minutes from both the state and district helps to support instruction and student engagement. These, coupled with our magnet focus and the use of digital resources across the curriculum, provide additional opportunities to support high levels of student engagement. Successes include earning school grades of an A in 2015 and a B in 2016. We have seen a trend of high student achievement in each of the measured areas, by grade level, on FSA. Although we saw a decrease in scores in the 2016 year in both the FSA ELA and Mathematics assessments in both 3rd and 4th grade, we saw large increases in scores across all three measured areas in 5th grade.

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

In reviewing the school wide data for NWEA Measures for Academic Progress, SAT-10 and FSA, we have determined that the key areas for improvement this school year are ELA and Mathematics in both the 3rd and 4th grades.
ELA: 3rd – Key Ideas and Details, Integration of Knowledge and Ideas, 4th - Key Ideas and Details, Integration of Knowledge and Ideas, Text-based Writing
Mathematics: 3rd – Operations, Algebraic Thinking, and Numbers in Base 10, 4th – Operations, Algebraic Thinking, and Numbers in Base 10 (with an added emphasis to include fractions)

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.

As part of our standards-based instruction, teachers implement goals and scales in the areas of ELA and Mathematics. Students are engaged in the process of self-monitoring their achievement levels as they relate to the classroom established scales, thus making them more accountable for successful achievement. Student growth is measured by both classroom and district formative and summative assessments and teacher observation. This is done both informally in the classroom and formally during PLC's and Data Chats.

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).

Based on the standardized curriculum guides and district and state assessments, we work to ensure that all students are proficient in all areas. This aids to prepare them for moving forward to middle school. We have a feeder magnet school with Tyrone Middle School. We are working to assist students with a seamless transition into the middle years program.

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	
Gradual Release of Learning – We are committed to team planning around the instructional standards with a clear definition of what the standards require students to understand/demonstrate, rotational instructional model in classrooms that begins with the teacher introducing and modeling content, providing guided practice for students with support, then releasing students to independently work and productively struggle with the content. Formative and summative assessments to measure student knowledge for the purposes of identifying remediation and enrichment areas for individual students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data are collected by classroom teachers and analyzed by them and the leadership team in Achievement Chats, principal observes teachers both formally and informally during daily instruction	Principal Classroom teachers

Instructional Strategy 2	
Differentiated Instruction – Part of our rotational instructional model in classrooms, it has a student-centered focus, occurs daily within the instructional content block for ELA, Math and Science, is aligned to standards currently being addressed in instruction, with additional remediation and/or enrichment established for students who demonstrate areas of need	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data are collected by classroom teachers and analyzed by them and the leadership team in Achievement Chats, principal observes teachers both formally and informally during daily instruction	Principal Classroom teachers

Instructional Strategy 3	
Student-Centered Learning – Incorporates strategies 1 and 2, aims to personalize learning, utilizes resources such as journals, iPads, and student/teacher conferencing with timely, specific, and purposeful feedback, goal-setting by students aligned to goals and scales	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data are collected by classroom teachers and analyzed by them and the leadership team in Achievement Chats, principal observes teachers both formally and informally during daily instruction	Principal Classroom teachers

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.

We have established a monthly/weekly meeting calendar to support both collaborative planning and thus instruction. Administration is always very positive and encouraging to all staff members. The growth area we will focus on, in accordance with our AdvanceEd Survey, is Teaching and Assessing for Learning.

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.

> Teachers have common planning time together each day and we have an established monthly meeting calendar which includes time for teachers to meet with their grade levels as well as all others. This is new to our school, this year. Our lowest scoring area on the AdvanceEd Survey was Teaching and Assessing for Learning. We will maintain a focus on making improvements in this area by working as a dedicated school community.

⬣ 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?

> PD: JIT Science, Reading, and Math throughout the year, monthly technology trainings to support our magnet focus
>
> JIT trainings are based on a traditional model of instruction. As a magnet program, we are challenged with finding PD opportunities that directly correlate to both our focus and students demonstrating mastery of the standards. Teacher learning has trickled down to students via more comprehensive lesson planning with a strong focus on increasing rigor and student engagement as well as maintaining a focus on standards-based instruction. We have transitioned our technology trainings into innovation planning this year in order to best meet the needs of our magnet focus/curriculum. We are still in search of PD that will meet our needs to be able to move our students' learning forward while maintaining a strong commitment to our magnet focus. We have met with district personnel to continue moving forward in the area of Project/Problem Based Learning.

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?
Focus on Fluency (Math)	School year	3-5 teachers	Support for fluency in computation
Big Book of Details (ELA)	Summer, school year	K-2 teachers	Instructional support for use of reading strategies
Reading Strategies (ELA)	Summer, school year	3-5 teachers	Instructional support for use of reading strategies
Core Connections (ELA)	School year	K-5 teachers	Standards based support for instruction
JIT – ELA Modules	School year	K-5 teachers	Standards based support for instruction

MFAS parts 1 and 2 (Math)	School year	K-5 teachers	Access, use of, and providing feedback throughout MFAS/CPALMS

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).

Gulf Beaches regularly works to build positive relationships with parents and the community around our campus. Positive relationships are built through multiple open house dates to allow for all to participate. We are part of the city wide Fish Broil which is a huge fundraiser and outreach program for the community and school as a whole. We have participated in beach cleanup events and city wide parades, we regularly meet with local businesses and parent partners to mentor and help train students both inside and outside of the regularly scheduled learning day. We have a need for enrichment clubs in various areas of academic focus to meet the needs of all students, while using volunteers from the community to help build the rigor and focus of those programs.

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.

Gulf Beaches communicates with parents through our website, monthly newsletters, and regular School Messenger phone calls, as well as classroom newsletters and regular communication through electronic and print resources. We also have regular communication from our school PTA to the parents to help build our volunteer base, with parents who truly desire to teach kids and support the needs of all learners. Winter Discovery Night and Spring Open House events are held for students to share their academic progress with their families.

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: Gulf Beaches will increase the level of community involvement through business partnerships through the PASS program, as well as parents helping to facilitate programs that stretch the academic boundaries of what students typically can achieve.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Regular involvement and meetings to incorporate parent and community support.	Robert Kalach

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: Gulf Beaches will continue to participate in community events with the support of our PTA, SAC, and the City of St. Pete Beach.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Effective communication with all stakeholders	Robert Kalach

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.
Goal:

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2} – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

- Count
- Percentage
- Percentage Increase
- Percentage Decrease

- All Students OR
- Gender
- Grade Level
- Subgroup

Content Area &
- Collaborate to…
- Complete a portfolio or performance…
- Demonstrate a behavior…
- Demonstrate a proficiency…

Select date using calendar

Narrative Box

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: Roseann Sacino
Increase percentage of students in grades 3, 4, and 5 earning proficient scores on Spring 2017 FSA ELA by 11%.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success

Professional Development: Big Book of Details, Reading Strategies, Core Connections, JIT ELA Modules
 	
PLC's: Discuss standard expectation amongst students who need additional support. (Tier 2 & Tier 3) Give feedback for formative assessments. Ideas for small group support for success in standards.
Istation: Use data from ISIP for student performance.
Reading Counts: Use to celebrate success in reading comprehension.
 	
Collaborative Planning: ELA Module guidelines, collect resources from Readworks, IXL. Creation of rubrics for standard expectation.
Utilization of standards rubrics
Battle of the Books (Create a team with members from 3rd, 4th and 5th grades to work collaboratively together for end of year competition.)
• Volunteers to help promote and organize.
 	
Project Based Learning: Creation of Innovation has been established to support students and teachers in researching subject matter conducive to project based learning.
 	
Instructional strategies which include Gradual Release of Learning, Differentiated Instruction, and Student-Centered Learning
	Classroom and district formative assessments
	• Formative Assessment per grade level:
	   o K-2 Maintaining log sheet with expected ELA, Science, and Math goal every two weeks. This includes number of students meeting that expectation.
	   o 3-5 Maintain log for expected standard.
	• Sharing of goals and scales between grade levels will scaffold learning skills needed to reach expectations for the grade above.
	• Assistance for Marzano scales will be provided for each grade level.
	Classroom Libraries and Material Assistance:
	• Sign Up Genius will be sent out school wide to assist those classrooms in need of a classroom library.
	• Grants can be written through DonorsChoose.org and the Pinellas Education Foundation Fund A Classroom Program to apply for classroom library materials.
	
	Writing training will be initiated and writing applications for IPADS will be researched. (Reflector for Instruction and more instruction on use of Nearpod, Keynote, SWAY, Puppet.edu)
	
	ELP Assistance – For Grades K through 5, phonics, vocabulary, comprehension strategies, using Jan Richardson

	curriculum, is given twice weekly in a small group format. District assessments State assessments NWEA MAP Reading PLC Notes Running Records

Mathematics Goal	**Goal Manager:** Jeannine Oldani
Increase percentage of students in grades 3, 4, and 5 earning proficient scores on Spring 2017 FSA Mathematics by 10%.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Use Mathematics Formative Assessment System (MFAS) to determine student achievement levels to differentiate instruction. Allow planning time for teachers to meet collaboratively for planning and data analysis. Utilize CPALMS as a resource for instruction - grade level teams select one standards based activity to use per unit. Students with or without assistance from teacher, monitor ST Math progress. Professional Development: MFAS parts 1 and 2, Focus on Fluency Project Based Learning ELP Math for 4th/5th Grade Communicate current grade level math vocabulary to specialists so they may incorporate the use of mathematics vocabulary where appropriate within their specialty Primary – monitoring eSpark progress	Classroom formative assessments State assessments NWEA MAP Mathematics PLC Notes

Science Goal	**Goal Manager:** Robert Stall
Increase percentage of students in grade 5 earning proficient scores on Spring 2017 SSA by 11%.	

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Professional Development PLC's – monthly team meeting Collaborative Planning Super Scientist Competition Consistent Science Lab implementation School and district Science Fairs Project Based Learning Using scientific tools to drive instruction	Classroom formative assessments District Assessments – 5th grade Diagnostic Assessment (Pre and Post), Cycles 1 and 2 Common Assessments Lab pre and post test data State assessment PLC Notes Journaling K-5

District 5 E Workshops k-5 Consistent instruction to the schedule/plan of the target FL standards 5th grade administration of Diagnostic Assessment, review of data, implementation of plan for increased student learning in areas of need	

⬡ 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: STEM	**Goal Manager:** Robert Stall
Increase access to the program for students in grades K-2. Incorporate STEM concepts into classroom curriculum as they support our magnet theme of Innovation and Digital Learning	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Hour of Code Coding within the curriculum STEM challenges Project Based Learning Robotics 3D Printing	STEM Expo involvement Hour of Code involvement Coding usage PBL Fair

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	**Goal Manager:** Natalie Baker
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**
In 2015-16, school was eligible for national recognition in 5 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 6 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:	**Goal Manager:**
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:** Robert Kalach
Increase the percentage of Black students scoring proficient on the FSA ELA Assessment from 43% to 50%.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Article study on disparity and discipline	Completion of component, professional discussion on the topic Reduction of discipline referrals for these students Student achievement data

Subgroup Goal (ELL)	**Goal Manager:** Natalie Baker
Last year, 50% of ELL students (of 2 students total) scored proficient on the FSA ELA Assessment. At this time, we do not have any ELL students currently enrolled in grades 3, 4, or 5.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
Teachers following module supports within ELA Incorporate ELL strategies across curriculum	Classroom formative assessments District assessments NWEA MAP State Assessments

Subgroup Goal (ESE)	**Goal Manager:** Maureen Moran
Increase percentage of ESE students scoring proficient on the FSA ELA Assessment from 9% to 35%.	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**

Professional Development for VE Resource and Classroom Teachers Incorporate best instructional practices for ESE students throughout all curriculum	IEP Goals Classroom formative assessments District assessments NWEA MAP State Assessments

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)			25	25	2	52	35
Students with attendance below 90 %	5	3	4	5	4	21	0.08
Students with excessive referrals**	2					2	0.006
Students with excessive course failures**						0	
Students exhibiting two or more indicators	2	0	1	0	0	3	0.009

*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.
Increase percentage of students in regular attendance by 6%	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Regular review of attendance data Regular CST meetings (bimonthly) Parent communication from teacher after 3 absences and CST after 5 absences	Attendance data CST notes

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease amount of infractions per student in the areas of classroom disruption and repeated misconduct	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Professional Development PBS implementation SWBP implementation	Infraction data

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Reduce exclusionary practices for students in all sub groups	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Professional Development PBS implementation SWBP implementation	ISS and OSS 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.

FSA, EDS, Performance Matters, Running Records, OPM, District assessments, state assessments, classroom formative assessments

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Decrease the number of students within Tier 2 in the MTSS process

Actions / Activities in Support of Goal	Evidence to Measure Success
Biweekly review of data Biweekly progress monitoring SBLT Meetings ESE Support Team Meetings	FSA Running Records OPM District assessments State assessments Classroom formative assessments

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	23	% with advanced degrees	26.1
% receiving effective rating or higher		% first-year teachers	
% highly qualified (HQT)*	100	% with 1-5 years of experience	52.5
% certified in-field**	100	% with 6-14 years of experience	34.8
% ESOL endorsed	78.3	% with 15 or more years of experience	13

*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.

GBEMS has actively advertised and interviewed only "Highly Qualified" candidates with background experiences of successful demonstration of teaching skills recognized as meeting and exceeding performance standards along with specialized endorsements of Professional Development and higher degrees of education. Instructional staff members sign an agreement of commitment to support the magnet program. We positively promote an active school community and culture. We provide opportunities for growth and support career advancement.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Heather	Gimenez	Hispanic	Parent
Winnie	Sundquist	White	Parent
Mercy	Roberg	White	Parent
Treena	Hoagland	White	Parent
Tonya	Elmore	White	Parent
Christy	Pothier	White	Parent
Allaina	Taylor	Asian	Parent
Eliza	Suerte	Asian	Teacher
Terri	Finnerty	White	Business/Community
Emily	Walsh	White	Teacher
Robert	Kalach	White	Principal
Mari	Czyszczon	Multi	Parent

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: 9/21/2016

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Natalie Baker

State Days / Intervals that Team meets below.

Bi-monthly

🔵 **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.

NNAT Assessments for Kindergarten students, Professional Development resource materials, enhance classroom instructional strategies in each of the goal areas

Dollars have not yet been announced