

WELCOME TO
change



School Improvement Plan 2016-17

Morgan Fitzgerald Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Michael Hernandez	SAC Chair: Leslie Mortimer
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School Vision	Our Vision is for all students to enter high school with the skills necessary for a successful high school career (High School Readiness).
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School Mission	Our Mission is to provide the highest academic achievement through a positive and safe learning environment.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1086	11.2%	14.1%	23.4%	4%	46.8%	0.4%

School Grade	2016: C	2015: B	2014: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	46	50	50	47	47	52	58	58	80	73		
Learning Gains All	50	NA	47	NA								
Learning Gains L25%	40	NA	37	NA								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Hernandez	FT	1-3 years
Asst Principal	Robyn	Witcher	FT	1-3 years
Asst Principal	Randall	Shepherd	FT	1-3 years
Asst Principal	Amber	Nash	FT	Less than 1 year
Asst Principal				
Instr. Coach (literacy)	Sarah	Williamson	PT	Less than 1 year
Instr. Coach (math)	Makra	Brannan	PT	Less than 1 year
Other (specify) click here				
Other (specify)				
Total Instructional Staff:	63		Total Support Staff:	35



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).

Morgan Fitzgerald Middle School students will be successful by following "The Three Keys to Success"

*Attendance- Students are physically and mentally present each school day.

*Attitude- Students maintain a positive attitude and are active in learning.

*Achievement- Students will be prepared to complete all assigned tasks and never accept a zero for any assignment. The "Three Keys to Success" aligned to the PBS Phantom Buck system. Students will receive Phantom Buck reward dollars for demonstrating expected behaviors. The reward buck system will provide opportunities for students to attend events and receive incentive items. Student representatives will be a part of the PBS Advisory Board that assist the PBS Team with developing PBS activities and incentives that are meaningful to the student body.

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?

Professional development will be provided to all teachers and lessons will be taught and reinforced in the classroom daily for the first 4 weeks of school. Administration, guidance and support staff will reinforce lessons outside the classroom. Lessons will be retaught to students after each school break. Administrators will share a common discipline philosophy and maintain consistent communication across grade levels to ensure like processes for all students. Administrators will have oversight of discipline incidents/referrals and refer teachers to the RTI team who are experiencing difficulty with classroom management and individual student behaviors for additional support and resources.

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

The MTSS Team meets monthly to review and communicate student success data and student behavior data. Research based strategies are utilized to target identified needs. Restorative practices to (1) assist with building healthy relationships between educators and students (clubs, community conferencing, class meetings, classroom re-integration strategies, mentoring, Check and Connect), (2) to reduce, prevent, and improve harmful behavior (character education, trauma informed care strategies, small social skills groups, Second Step Prevention Curriculum, classroom peace corners, behavior tips of the week, stakeholder involvement, Extended Learning Tutoring and Enrichment Programs, AVID, academic progress monitoring, professional development), (3) to repair harm and restore positive relationships (peer mediation, peace talks), and (4) to address and discuss the needs of the school and community (PTA, SAC, 21st Century Learning/R'Club, faculty meetings, team meetings, department meetings, and focus groups.

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?

Students in need of addition supports will be referred to the RTI team. Upon receipt of the referral team members will review discipline data, academic data, interview teacher(s), and student. A case manager will be assigned. The case manager will observe students in the educational setting and collect data using the Essential Elements for Classrooms. The data will be reviewed and discussed with the team. Interventions will be chosen and documented on an intervention plan. The case manager will meet with the teacher and the student to discuss interventions. Follow-up meetings with student and teacher will occur weekly and team meetings will occur biweekly. A data base of students, case managers and current interventions will be maintained by all team members and made available to counseling staff and administration.

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).

Leadership teams will meet monthly to review student data sources (Focus, Performance Matters, SRI, Carnegie, Think Through Math, School Profiles, i-Ready, Healthy Schools, Attendance) looking for trends and patterns. When an issue is identified the team will use the RTI 4 Step Problem Solving Process to further define the scope of the problem, design interventions for replacement, prevention, and reinforcement of desired outcome. Additional data will be collected based on a specified time frame to determine if target goal is being met. Progress will be monitored to determine the need for modifications and changes.

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?

Lesson plans are submitted weekly and reviewed for rigor. Classroom walk through’s are conducted daily. Strategy walks and professional development are provided for best practices. Coaches and model teacher classrooms are utilized to assist with modeling, recognition, and implementation of best practices.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Campus/Classroom disruptions and defiance will be reduced by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will develop and implement a restorative practices plan aimed at creating an inclusive classroom environment for all students and providing reintegration strategies for students who make mistakes.	All staff members
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.	
Reduce the number of discipline referrals and course failures for African American and Hispanic students by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

<p>A culturally responsive learning environment will be provided that supports the learning styles and culture of all students through the use of restorative practices in the classroom and inclusion practices in instructional plans that provide African American Students and Hispanic students with meaningful engagement in school. (to include but is not limited to curriculum, sports, clubs, mentors, support groups, tutoring, enrichment activities, ELP).</p>	<p>All staff members</p>
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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?

Morgan Fitzgerald Middle School's teachers align the curriculum they teach to state content standards so when students are assessed they can demonstrate their knowledge based on what the students have been taught. Teachers are in the process of re-examining their instructional practice to ensure what they are teaching is aligned to state standards and the district’s pacing guides. Formative assessments (such as Write Score, SRI, Performance Matters, Carnegie, Think Through Math, and i-Ready) do provide teachers with some insight on what the students understand; however, teachers’ success is primarily measured by administrator and county walkthroughs where feedback and support have been given to make sure the content is aligned to the standards. Professional development is aligned to build teachers’ knowledge. Data from Florida State Assessments, EOC’s, Science NGSSS, mid-term and final exams will be used to measure success.

At the beginning of the year, teachers identify their student population: which students have disabilities, ELL students, or students who have just struggled in the past. As teachers learn and understand their students they can differentiate to create a more rigorous curriculum for each child. Teachers at Morgan are continuously working on improving student engagement. Learning must be made more meaningful to students.

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?

Key areas for improvement have been identified. (1) Providing more challenging assignments so students develop higher quality work. Students need personalized opportunities to express their understanding of key content in a variety of ways (students having a “choice” and “voice” in their learning) (2) Encourage differentiated instruction to continually move students forward; this task will be enhanced with the implementation of personalized learning initiatives. (3) Have high expectations for all students. These expectations must be relevant to the content standards and to the students. (4) Content should be related to the real world. The implementation of project based learning will allow for real world connections.

The data sources include classroom walkthrough data, Instructional Support Model Visits, and teacher performance evaluations.

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 do use formative assessments to measure students’ understanding and have been developing and using learning scales to also help to assess growth. Goals and scales training has been provided by the district and school and are used to identify where instruction is needed. Many teachers do use pretests and posttests to measure student growth. Cycles of Performance Matters testing are used to measure growth in content area. FSA, EOC’s, and Science NGSSS are state assessments which are used to measure student growth in meeting state standards.

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).

Curriculum is taught according to grade/content level standards and student need. Proficiency is monitored by examining grades at midterm and the end of each quarter. At the end of the first quarter, students will be targeted to attend ELP for tutoring. At the end of the first semester Course Recovery is provided to students who are failing a class. Summer Bridge is offered to prepare students who have been struggling or to give them extra support. To prepare students for high school, Morgan Fitzgerald holds high school readiness nights, and participates in a week of high school readiness initiatives. Students use the Career Cruising program and develop four year academic plans. All 8th graders have opportunities to create College Board and Khan Academy accounts. An eighth grade seminar is given to explain high school requirements and to share information about county high school programs and how to apply. Our counselors articulate with high school counselors and collaborate with students to properly select courses for high school. Guidance articulates with our elementary schools by visiting campuses and helping to register students for the upcoming school year. Tours are frequently given to parents interested in our school. We hold a sixth grade seminar “Camp Fitzgerald” to orientate all incoming students to middle 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.

Instructional Strategy 1	
Use of AVID WICOR strategies and personalized learning strategies	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Survey data, Lesson Plans, and Classroom walkthrough data.	Mr. Caris AVID Coordinator, Administration, Pinellas Innovates Team
Instructional Strategy 2	
Use of learning targets, goals, and scales	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Performance Matters Cycle Assessments and classroom walkthrough data	Department Chairs, Administration
Instructional Strategy 3	
Reading/Analyzing Complex Text	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
FSA data, SRI data, and classroom walkthrough data	All teachers, Administration



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 school holds a variety of events to recognize and celebrate our teachers, staff, and administrators. We have a hospitality team that organizes the several social events throughout the school year: chili cook-off, Thanksgiving feast, Holiday extravaganza, soul food day, teacher appreciation week, and the end of the school year roast. We recognize a teacher of the month voted upon by our students, and a support employee of the month recognized by our teachers. We commend the work efforts of all of our staff through the principal’s weekly updates. From our AdvanceED survey data, two areas that our school can grow upon is in the area of protected instructional time and sufficient material resources to meet student needs. Instructional time has been impacted most by the state testing schedule; we will have a testing committee to help derive a schedule to create minimum disruptions to the school day. Also, we are relocating computer labs to centralized location in order to section off part of our building for testing. We work within our budget to allocate funds for teachers to purchase materials to meet student needs. Our PTA and SAC committees offer scholarships for teachers to apply for additional resources for materials.

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

Our school will not exceed one mandatory meeting per week; this will ensure adequate planning time for all teachers. The first week of the month will consist of leadership team meetings (AVID/LLT, MTSS (RtI/PBS), SBLT, Site Safety, Data Champs). The second week of the month is dedicated to department meetings where news from our leadership teams and the district office will be shared. The third week will be dedicated to content based PLC’s. Content based PLC’s will focus around a teachers instructional practice (data chats, progress monitoring assessment data, state assessment data, collaborative planning, learning scale development, and site based professional development). The fourth week of the month will be dedicated to professional development opportunities and faculty meetings. Teachers will have opportunities to participate in our voluntary strategy walks. The strategy walks will allow teachers to visit a colleague’s class to observe and reflect upon a teaching strategy. Teachers will have opportunities to participate in Adcock leadership teams on a volunteer basis.

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?

Our major focus for professional development of the past year has been centered on Dr. Marzano’s continuous improvement model for instructional practice. Our teachers have been trained on the Marzano teacher evaluation system. We have offered professional development opportunities to

assist all teachers with the implementation of this model. Our teachers have been successful in the implementation of the model. All of our teachers display and develop their lessons around state standards/learning goals. Teachers have created digestible bites of information for our students to grasp, learning targets, as they work to master the learning goals. Teachers have developed learning scales that allow students to monitor their understanding and mastery of learning goals. Administrators frequently visit classrooms to ensure the instructional practice meets state standards. Are teachers have showed continuous growth on elements to support student learning. Our next steps will include more professional development around domains three and four of the Marzano evaluation system. Domains three and four lend themselves to students displaying leadership and modeling their understanding of concepts.

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?
AVID Summer Institute	Summer	AVID Team	Build a cohesive team to deliver AVID principles to our teachers and students
Career Academy & Curriculum Integration	Summer	Targeted Teachers & Administrator	Begin work to align our culinary courses with career academy principles
ECET2	Summer	Targeted Teachers & Administrator	Targeting Teacher Leaders to build instructional best practices within the school
Pinellas Innovates	Summer	Targeted Teachers & Administrator	Targeting Teachers to learn and implement Project Based Learning (PBL) techniques
Pre-School Rotations	Pre-School multiple days and sessions	All Teachers and Administrators	Professional Development Rotations: Phantom Central 2.0, SIP major initiatives, School wide procedures,

			<p>Marzano Refresher, Operations/Safety Updates, Instructional Practice Expectations, Restorative Practices, DWT, Leadership Teams (SBLT, AVID/LLT, MTSS, Data Champs, Site Safety), Content PLC's, Department PLC's, Scholar Groups, Restorative Practices...a bit deeper, Activities/Clubs, Student Menus, Deliberate Practice Plans, Violence Prevention Refresher, and Opening Day and Week Procedures</p>
<p>School Wide Professional Development</p>	<p>Throughout the entire school year</p>	<p>All Teachers</p>	<p>Teachers will participate in the following Professional Development for Instructional and School Wide Enhancements: Department PLC's, Content PLC's, PD Choice, DWT's, Voluntary Strategy Walks, Leadership Teams (SBLT, CST, MTSS, AVID/LLT, Site Safety, Data Champs), and Teams as Needed (Testing, STEM, Faculty, Gifted, Community, Healthy Schools,</p>

			Hospitality, Grade Level)
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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).

For the 2015-16 School Year, Morgan Fitzgerald Middle School was recognized as having a 110% increase in PTA membership. This accolade is fine recognition for our school, but we will continue to strive for increased involvement among our family and community members. According to our 2015-16 AdvancED survey, 73.33% of our respondents felt (Strongly Agreed plus Agreed) that Morgan Fitzgerald Middle School shares responsibility for student learning with its stakeholders. This is a fantastic percentage as only 3.33% Disagreed or Strongly Disagreed. On another element, our survey yielded a 56.67% approval (Strongly Agree plus Agree) rating for our school providing opportunities for stakeholders being involved in the school, as opposed to 3.33% Disagreeing or Strongly Disagreeing. These results are indicative that Morgan Fitzgerald is including its stakeholders (both family and community members) in the education of our students. Building upon this current data. Morgan Fitzgerald Middle School will continue to move forward by maintaining and increasing the opportunities for stakeholders to be involved. These avenues will be evident in Family Fun Night, High School Readiness Night, SAC Committee, and PTA. ConnectEd callouts will continue to be employed as a means of generating awareness of activities which can yield both family and community involvement. The new PeachJar brochure application will be embedded on our school website as another means of generating increased levels of involvement. LifeTouch Pictures’ Portal application will be employed this year for the first time as a means of informing parents of portrait opportunities for students, athletes, and Club participants. On a final note, we recently hired a new Community Liaison who is eager to increase the level of community involvement and support.

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.

To assist parents, families, and members of the community in increasing Student Achievement, Morgan Fitzgerald Middle School hosts a Back to School Night where students and their family members are informed of the procedures and processes of our school. It is here that they are also informed of the activities and opportunities extended to our students: STEM Club,

Girlfriends, 5000 Role Models, Science Olympiad, Quiz Bowl, Gifted Education, various Athletic opportunities, and school-based Clubs. Throughout the year, other events are held to continue affording parents and family members the necessary tools they need for Student Success: Gifted Night, Discovery Night, TIPS Night, High School Readiness Nights, and Family Fun Night. Each of these activities are events where students, parents, and community members are exposed to, and informed of, the processes and interventions in place to ensure student success. Data Chats are dialogued in our SAC committee meetings. Our SAC consists of students’ parents and community members, as well as faculty and administrative representatives. It is in our SAC that data is examined and interventions are formulated to target various groups of our student population to garner success.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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: Increase High School Readiness for all students	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue with the implementation of High School Readiness Nights for both our 8 th Grade students and our 6 th & 7 th Grade students.	Randy Shepherd, Cynthia Petersen, Michael Hernandez, all teachers
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 Community Support for, and Involvement with , the students at Morgan Fitzgerald Middle School	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Secure more Community Volunteers and Community Resources to assist our students in being successful	Community Liaison

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?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<p>Content Area &</p> <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	<p>Select date using calendar</p>	<p>Narrative Box</p>
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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: LA and Reading Chairs, Literacy Coach, Teachers, Administration
Increase the number of students performing at state level proficiency rates by 10%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Literacy coach support ELA and reading class instruction for the purpose of implementing lessons inspired by the LAFS and differentiated for students based on data. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. Utilize common text-marking / annotation strategies. Literacy coaches will work with teachers in PLC's to develop standards-based scales, learning goals and learning targets. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. Science teachers provide students with opportunities to read informational texts, write about the process and outcomes of investigations, and use the language of science as they work through labs. 	<ul style="list-style-type: none"> Teacher feedback, evidence of differentiated instruction, classroom walkthroughs Teacher lesson plans, formative student assessments, classroom walkthroughs Teacher lesson plans, , informal observations and formal teacher evaluations iReady and Read 180 Data, SRI Lexile, Classroom Assessments; FSA Scores Teacher lesson plans, informal observations and formal teacher evaluations; formative student assessments

<ul style="list-style-type: none"> Teachers of Social Studies continue integration of literacy standards into the existing social studies curriculum via the Document Based Questions (DBQ) Project. AVID - WICOR strategies will be utilized. Teachers will share WICOR literacy strategies and offer demonstrations. PLCs will provide training on effective use of these strategies. ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data. Teachers use common short and extended writing rubrics. 6th and 7th Grade ELA teachers will create writing portfolios containing the Exemplar Lessons (Core Connections) to pass on to next year teacher. 	<ul style="list-style-type: none"> Teacher lesson plans, informal observations and formal teacher evaluations; formative student assessments All classrooms will post a WICOR poster that details each strategy. Teachers will model the use of WICOR strategies during strategy walks or demonstration periods. WriteScore and Exemplar Lessons (Core Connections); Teachers will use writing strategies and graphic organizers to support essay writing. Provide training on use of FSA Informational and Argumentative Essay Rubrics during PLC

Mathematics Goal	Goal Manager: Math Chair, Math Coach, Teachers, Administration
<p>Increase the number of students achieving a Level 3 or higher as evidenced by the Math FSA for all 3 grade levels.</p> <p>Increase the number of African American males that achieve a Level 3 or higher by 10% on the Math FSA for all three grade levels.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Students will incorporate Marzano scales to increase student involvement in owning their learning and interpreting content mastery requirements. Teachers will focus on increasing student engagement, critical thinking skills, and student ability to measure their learning/progress based on District guidelines. More sections of Intensive Math will be offered to assist struggling students with mathematic remediation.</p>	<ul style="list-style-type: none"> Teacher lesson plans Formative assessments Prepared questioning prior to instruction Student grades, goal setting, Initial diagnostics (goals set based on results thereof) Performance Matters Assessment results, student data chats

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Science Goal	Goal Manager: Science Chair, Teachers, and Administrator	
Increase the percentage of students scoring at level 3 or above on the Science FCAT by 10%.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
By the end of semester one, science teachers will increase the use of AVID WICOR strategies to a minimum of one per unit in science classes to provide structure for students learning.	Teacher lesson plans Formative assessments Student grades Classroom walkthroughs Performance Matters Assessments	
By the end of semester two, teachers will increase the use of inquiry activities (personalized learning tasks) to a minimum of one per unit in science classes to promote student engagement and critical thinking skills.	Teacher lesson plans Formative assessments Student grades Classroom walkthroughs Performance Matters Assessments	

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: Social Studies	Goal Manager: Social Studies Chair, Teachers, Administration	
<ul style="list-style-type: none"> To increase the number of students performing at state level proficiency rates by 10% on the Civics EOC. Teachers engage students in instructional activities that include higher order thinking skills & questioning to raise achievement levels. 		
Actions / Activities in Support of Goal	Evidence to Measure Success	
<ul style="list-style-type: none"> Social Studies teachers will utilize data to develop scaffolding to students. Teachers incorporate instructional activities that support student success with the LAFS within the Social Studies curriculum. Teachers engage students in instructional activities that include higher order thinking skills. 	<ul style="list-style-type: none"> Progress monitoring results, Administrative walk-throughs, Weekly lesson plans, PLC meeting minutes 	
<ul style="list-style-type: none"> Teachers receive professional development around inclusion of higher order questioning techniques as well as DBQ training. Teachers work in PLC groups to review standards and create instructional materials (including learning goals 	<ul style="list-style-type: none"> District wide and school-based training opportunities, PLC meeting minutes and administrative walk-throughs, Lesson plans and administrative walk-throughs. 	

<p>and scales) aligned to the rigor of their contents benchmarks.</p> <ul style="list-style-type: none"> Teachers include AVID WICOR strategies. 	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Dr. Bolds and Administration
<p>Increase the number of minorities that participate in STEM Academy and STEM related courses, specifically females, by 5% as measured by STEM Academy Roster and extracurricular STEM participation lists.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Early recruitment (August) Contact with parents of students from previous academic year Close contact with math, science and computer teachers to get names of potential STEM members Incorporate STEM events, ideas in daily instruction to increase student understanding and interest in STEM Leave membership recruitment open throughout first semester 	<ul style="list-style-type: none"> Enrollment in our STEM program Lesson Plans Classroom Walkthroughs

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Randy Shepherd (Assistant Principal)
<p>Goal: To obtain Bronze Level recognition with the Alliance for a Healthier Generation</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Continue with School Wellness Team already established. Extend participation to other staff members that are interested in participating. Increase meetings to insure all members (a) have an input in generating overall school goals; (b) are aware of our current status (monitoring); and (c) have input as to how to increase our status toward respective goals. 	<p>Evidence will be supported with the google-app function embedded on the Pinellas County Schools' website. Status will be updated per district established dates and monitoring, or updates to the google-app, will continue throughout the 2016-17 school year.</p>

<ul style="list-style-type: none"> Celebrate School-Level Status at School-Wide Pep Rally which will acknowledge both Team Sports and whole-school accomplishments. 	

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: MTSS Team, Teachers, and Administration
To decrease the discipline gap between African American students and non-African American students. Increase the number of African American males that achieve a Level 3 or higher by 10% on the ELA and Math FSA for all three grade levels.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Implement restorative practices to lower the rates of disciplinary infractions for African American students.	Referral Data, restorative practice teacher plans
Incorporate learning opportunities that provide differentiation, personalized practices, and AVID WICOR strategies.	Achievement Data, Focus, Performance Maters, School Profiles

Subgroup Goal (ELL)	Goal Manager: Ms. Owen, Teachers, Administration
Increase at least 80% of the number of LY students' language proficiency category on WIDA ACCESS test by one level.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Through Sensory, Graphic, and Interactive Supports as exemplified in the WIDA performance indicators all learners will increase ability to construct meaning of oral and written language through multiple modalities.	For the given level of English proficiency, English language learners will process or produce the language needed to master through to the next of six levels (Entering, Beginning, Developing, Expanding, Bridging, and Reaching) in Listening, speaking, reading, and writing as demonstrated on state ACCESS testing.

Subgroup Goal (ESE)	Goal Manager: ESE Chair, Teachers, Administration
80% or more of ESE students in an Intensive Reading ESE class will reach at least a 75 point growth gain as measured by lexile levels on the Spring Reading Inventory Assessment (SRI).	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE teachers, teaching intensive reading classes follow the program to fidelity.	Teacher lesson plan, Evidence of differentiated instruction, growth in reports, informal observations and formal teacher evaluations
<ul style="list-style-type: none"> ESE teachers utilize the iReady and/or Read 180 reports: Words Read – Vocabulary – Comprehension – High Frequency Words (select two areas to be monitored bi-weekly). ESE teachers conduct data chats monthly with students and support students with setting learning goals based on data and monitoring progress. 	<ul style="list-style-type: none"> Teacher lesson plans, Reading reports, Utilize the Morgan Fitzgerald School Student Self Evaluation tracking words read per bi-weekly sheet iReady and Read 180 Data, SRI Lexile, Classroom Assessments; FSA Scores, Morgan Fitzgerald Student Self-Evaluation

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 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	School	
							#
Students scoring at FSA Level 1 (ELA or Math)	93	78	101			272	25
Students with attendance below 90 %	71	49	81			201	18
Students with excessive referrals**	82	65	91			238	22
Students with excessive course failures**	110	89	86			285	26
Students exhibiting two or more indicators	97	82	99			278	26

*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.
To decrease the amount of students missing more than 10% of school by 5%		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Our Child Study Team will monitor student attendance bi-weekly and provide interventions to maintain a high daily attendance rate.		CST student attendance data, School Profiles Data and Focus Data will be used to monitor student attendance

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
To decrease the amount of discipline infractions resulting in ISS and OSS by 10%		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
We will work to reduce the amount of defiance and insubordination discipline infractions. Our staff will train on restorative practices and building clear measures for defining defiance and insubordination.		Behavioral data from Focus and School Profiles

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.

All of our school leadership teams will be monitoring the academic success of our students. Students who are not being successful will be recommended to attend our Extended Learning Program. Extended Learning opportunities will be offered before school, during lunches, and after school. Credit Recovery opportunities will be offered second semester to assist student with recouping credits from first semester.

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal

Goal: We will offer extended learning opportunities to assist students with academic achievement and enrichment. Credit Recovery will be offered to students need to make up lost credits.

Actions / Activities in Support of Goal	Evidence to Measure Success
Students will have opportunities to participate in Extended Learning before school, during lunches, and after school. Credit Recovery will be offered to students needing to make up lost academic credits.	Attendance rates, student success rates in courses, examination scores, and state testing scores.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	63	% with advanced degrees	33
% receiving effective rating or higher	62	% first-year teachers	5
% highly qualified (HQT)*	70	% with 1-5 years of experience	31
% certified in-field**	70	% with 6-14 years of experience	35
% ESOL endorsed	27	% with 15 or more years of experience	29

*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 work to ensure our staff has opportunities to grow and learn through a variety of professional development opportunities. We hold many celebrations throughout the year to celebrate our school and staff’s accomplishments. Each month we have a teacher and support staff member of the month recognized. For teacher appreciation week; we have events each day during the week to celebrate our teachers and their commitment to our school.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Leslie	Mortimer	White	Teacher
Michael	Hernandez	Hispanic	Principal
Shirley	Whiting	Black	Support Employee
Tandatnick	Carl	White	Parent
Tandatnick	Aaron	White	Student
Tandatnick	Isaac	White	Student
Olsen	Eric	White	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?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No (Describe the measures being taken to meet compliance below.)
School Messenger call outs have been sent to encourage families to join. We have recruited families at Camp Fitzgerald and Open House. Individual calls have been made to personally recruit families.	

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Principal for SBLT, and Assistant Principal for MTSS
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State Days / Intervals that Team meets below.
Both leadership teams will meet the first week of each month throughout the school year.

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.

Teacher scholarships: these funds are allocated to teachers for purchases or services to enhance the learning in their classroom. All funds will be utilized for instructional purposes and align with the learning goals and learning targets for their discipline of study.

Professional Development: these funds are used to progress teachers knowledge and professional growth. The professional development must align with instructional enhancements within a teachers learning environment.

Technology: these funds are used to make purchases to enhance student learning through technology. The technology

Use this space to paste budget, if desired.