WELCOME TO
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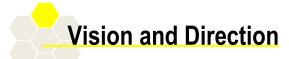
School Improvement Plan
2016-17

Madeira Beach Fundamental

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Chris Ateek	SAC Chair:	J.E. Gonzales

School Vision	100% student success

School Mission	Madeira Beach Fundamental School, will work within the fundamental guidelines, to academically challenge, stimulate creativity and increase student achievement. We will do this by working collaboratively with our parents and our community partners and by fostering a safe and nurturing environment where students are encouraged to reach their maximum potential.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1390	4.2%	2.2%	7.8%	3.0%	82.3%	0.5%

School Grade	2016: A	2015: A	2014: A	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	78	76	81	78	83	81	90	88				
Learning Gains All	64	NA	68	NA								
Learning Gains L25%	55	NA	57	NA								

Total Instructional Staff:	93	Total Support Staff:	27

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).

Policies, procedures, expectations, and disciplinary actions are put in place from the first day of school and are enforced throughout the year. Teachers and staff create a positive, safe culture and have safe guards in place when problems arise such as bullying and social issues. The school provides a school-wide reward system that includes Commitment to Character, Manta Money, and an Honor Pass System. These rewards recognize and reward students who are displaying their commitment to character traits and following the

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Chris	Ateek	FT	4-10 years
Asst Principal	Keila	Victor	FT	4-10 years
Asst Principal	Brooke	Crandall	FT	1-3 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
common guidelines as they help to provide a safe, secure, and healthy learning environment for all students.				

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?

 During the first weeks of school all teachers participate in classroom culture building. During this time, students get to know each other as well as teachers getting to know students. This process continues throughout the school year. Teachers establish classroom expectations. Teachers also review the student agenda and student expectations the first week of school. Administration reminds students of expectations during lunch and over the announcements.
Common guidelines for the school have been established, include being honest, respectful, responsible, and self-motivated. Behaviors in line with these guidelines have been identified and are posted and expected to be followed school-wide in the cafeteria, restrooms, hallways, car line, and classrooms.

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 Madeira Beach Fundamental School-Based MTSS/RtI Team meets every two week on Tuesdays. These meetings include the guidance counselors, academic team members, school social worker and psychologist. The School Psychologist or school-based MTSS leadership team coordinator facilitates the MTSS leadership team meetings, asks for input from the academic staff, include classroom observations and gathering of data for specific identified behaviors. The School Psychologist shares any recent information from psychological testing and assists in analyzing the data presented by the staff. All school-based MTSS leadership team members, including the appropriate guidance counselor and VE liaison discuss possible interventions that may assist the student, depending on his/her individual needs. A plan of action is then made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team is responsible for managing and coordinating these efforts between all school teams to follow up and make sure each students needs are met.

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 are identified through teacher or parent request. We review report card, student assessment, attendance and behavioral infraction data to help identify students who may be in need of support. To ensure students receive the necessary supports we follow up with students and their families.

The school provides regular counseling services as well as mentoring for all students that need services. This ensures the social-emotional needs of all students are met. Our Guidance Department provides classroom guidance lessons focusing on topics like conflict resolution, character education, cultural awareness and bullying prevention. In addition we meet creating group services for students as necessitated. Students in need of intensive support are brought up in our SBLT for additional individualized assistance/interventions.

If the need is more than a one-time-crisis situation, then the RTI process begins. First, we complete at least two observations and collect data to determine when and where the behavior most/least is likely to occur? …, i.e. How many times per day does the student need redirection…..the team (SBLT,) reviews the data and provides suggestions on research-based interventions for the teacher to implement in the classroom if they are having behavior issues in class, conduct observations re: when & where it's most/least likely to occur to insure that the interventions are being implemented correctly/"*with fidelity*", continue to collect data to determine if the interventions are decreasing the undesired behavior or increasing the desired behavior…

If the interventions are improving the behavior, we will gradually fade the interventions, while continuing to collect data, through the cycle; All of this information is reviewed every 4-6 weeks (depending on the severity of the behaviors);

If the interventions are not helping we'll change the interventions to try something else every few weeks until we find an intervention that works….if we never find an intervention that works or the student needs more than can be provided by the general education teacher, we *may* request an evaluation to determine eligibility for ESE services. Of course, interventions can include counseling

All of this information is gathered continuously via data sheets and specially designed observation forms (from the district). Reviews are done through the SBLT team.

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 School Based Leadership Team meets with grade level and department teams to review data and move forward with additional supports needed to improve student outcomes. The team provides data and interventions being used for all students in Tier 1, Tier 2 and Tier 3 (students' behavior/academic concerns, test scores, and requests from teachers) Data meetings are held to review quarterly and cycle data. This way teachers can determine how to provide additional supports based on student need as determined by a review of the data. Additional supports can be provided through the Extended Learning Program and services provided by hourly teachers providing assistance through a pull-out model.

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?

Core instructional programs follow the PCSB expectations and content curriculum guides. Administrative and instructional staffs collaborate and plan together weekly. The expectation is for classroom teachers to implement and unpack standards, to utilize scales providing students with rigorous and equitable opportunities.   Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity. During SBLT meetings, team members review current student data as it relates to MTSS and the SIP from data sources identified below. Adjustments to student schedules, or extended learning opportunities are determined based upon the data and then communicated to all stake holders.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: All students will feel a connection to the school despite cultural differences.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
AVID Academy will be held throughout the school year to provide an opportunity for middle school students to connect with the school community and for teachers to build relationships with their assigned students. Enrichment Clusters will be held throughout the school year to provide an opportunity for elementary school students to participate in an elective experience based on student interest and to connect with others in the school community who share common interests.	Administrators Teachers Guidance Counselors

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: Black students should attribute to 2% or less of the discipline referrals at the school to match the percentage of black students at the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Proper placement in challenging courses with counseling, mentoring, and further support. Within the school day, the learning gap between Black and Non-Black students is addressed through proper placement of students in classes, small group instruction, and Extended Learning Program opportunities. A Positive Behavior System is used to encourage behavior in line with commitment to character traits. Students displaying these traits are recognized through the use of Manta Money, Commitment to Character breakfasts, and the Honor Pass program. Beyond the school day, opportunities for black students to feel a connection with the through extra-curricular activities including Girlfriends, 5000 Role Models, STEP, and PMAC. These opportunities will recruit students and assist in celebrating diversity.	Administrators Sponsors of Girlfriends, 5000 Role Models, STEP, and PMAC

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?

Core instructional programs follow the PCSB expectations and content curriculum guides. Administrative and instructional staffs collaborate and plan together weekly. Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity. In 2015-2016 of the tested fourth grade population 76% were proficient (meeting level three and above) in ELA (an increase of 4%) and 94% of the tested fourth grade population were proficient in math (an increase of 5%). In 2015-2016 of the tested fifth grade population 83% were proficient (meeting level three and above) in ELA (an increase of 9%) and 92% of the tested fifth grade population were proficient in math (an increase of

6%). In 2015-2016 of the tested fifth grade population 89% were proficient (meeting level three and above) in science (an increase of 4%). Also of note, in 2015-2016 of the tested eighth grade population 79% were proficient (meeting level three and above) in ELA (an increase of 15%), and 84% of the tested seventh grade population were proficient in math (an increase of 10%) as compared to 2014/ 2015). 81% of the tested eighth grade population were proficient in science (an increase of 2%) as compared to 2014/ 2015.

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 2015-2016 73% of the tested third grade population were proficient (meeting level three and above) in ELA and 79% of the tested third grade population were proficient in math. Also 76% of the tested Algebra 1 population (3% drop as compared to 2014/ 2015), and 91% of the tested Geometry population were proficient (3% drop as compared to 2014/ 2015).

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.

Common assessments, district-generated quarterly progress-monitoring assessments, FAIR testing, Lexile testing, and scales are assessment tools used to measure student growth in meeting state standards. Data from the various assessment instruments is reviewed during monthly PLCs to measure student learning and inform instruction related to the need for remediation.

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).

Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills are emphasized and materials are made available to parents. In addition, each grade level 1-4 participates in a Jump Up ceremony to prepare students for the next grade and to inform parents about the next grade. A 6th grade orientation is held to support 5th grade students as they transition from elementary school to middle school. Incoming 6th grade students are provided with opportunities to review the elective course offerings available, to review academic course progression, to outline expectations and materials needed for the upcoming year. 8th graders are provided with an opportunity to meet potential high schools prior to choosing a school through the shadowing process in order to ensure a smooth transition from middle school to high school. 8th grade students complete a four year plan on-line using their perspective high school's program requirements to share with their family, and utilized as a guide for their high school career. This also provides students with an understanding of high school graduation requirements. Advancement Via Individual Determination (AVID) is an elective class that provides support for students through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with the current curriculum and support college and career readiness. All classroom teachers implement AVID strategies to support college and career readiness in all students.

⬡ **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	
The use of scales to check and provide daily formative assessment allows teachers to gauge student progress and to drive future instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Daily formative assessment checks for understanding will let a teacher know if they need to adjust the lesson for the majority of the class or for a small number of students. Data can be collected daily or weekly to determine the effectiveness of the strategy/lesson.	Classroom Teachers

Instructional Strategy 2	
Data collection, using common assessments, quarterly progress monitoring tools, using active academic responding tools (Kahoot, and Plickers) and the use of cooperative grouping/ AVID structures are used to engage all students, while assessing them. These assessments allow teachers to gauge student progress and to drive future instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness or to develop lessons that meet the rigor of the course benchmarks. Teachers collect, track, and analyze this student data.	Classroom teachers Administration

Instructional Strategy 3	
Classroom Strategies based on the Marzano Art and Science of Teaching Framework	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrative and instructional staff collaborate and plan together weekly. Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity to the 9 Design questions and 41 elements or instructional categories that happen in the classroom. Administration can contribute to data collection by the use of walk-through data.	Classroom teachers Administration School Based Leadership Team

Collaboration for Professional Growth

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

11. Describe your school's efforts to encourage a positive working relationship 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.

The school works hard to encourage and maintain positive relationships between teachers, staff, and administrators by providing opportunities to collaborate and plan on a regular basis. Teachers are provided with a common planning when possible as well as time scheduled on Wednesdays for monthly collaborative planning. On the most recent AdvancED climate survey, 47.83% of respondents strongly agree that our school's purpose statement is based on shared values and beliefs that guide decision-making, 51.69% of respondents strongly agree that our school's leaders support an innovative and collaborative culture, and 46.43% of respondents strongly agree that all teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. One area for growth based on average scores on the most recent AdvancED climate survey for staff is that all teachers in our school have been trained to implement a formal process that promotes discussion about student 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.

> Our school's monthly meeting schedule includes time on Wednesdays for monthly collaborative planning between grade level and department teams. All teachers meet on Wednesdays for 45 minutes. The school works hard to encourage and maintain positive relationships between teachers, staff, and administrators by providing opportunities to collaborate and plan on a regular basis. In addition elementary teachers are provided with common planning time with other members of their grade level teams daily. Middle school teachers are provided with a common planning when possible.

⬡ Professional Development

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

> The focus areas for teacher professional development over the past year has been on scales, the new teacher appraisal based on the Marzano Art and Science of Teaching Framework, the use of formative assessment, and closing the gender gap. All teachers are successfully using scales to help facilitate tracking of student progress. In addition, all teachers earned a level of effective or highly effective on the most recent teacher appraisal. Our next steps are continue to provide professional development to more fully implement the Marzano Art and Science of Teaching Framework and to help teachers successfully implement strategies in the classroom to promote high student achievement and student 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?
Marzano Key Instructional Elements	Ongoing	Classroom Teachers	Increased use of scales Evidence of Marzano practices in the classroom through Walk thru data
Emerging Technology	Ongoing	Classroom Teachers	Increased use of technology in the classroom Walk thru data
Best Practices for Boys	Ongoing	Classroom Teachers	Walk thru data of increased use of best practices in the classroom
Successful Strategies for Overcoming Anxiety	October	All (students, parents, teachers)	Walk thru data of increased use of

			best practices in the classroom

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).

> 100% of our families are involved in parent engagement opportunities, including: volunteering, required monthly PTSA or SAC meetings, required parent conferences (three times per year for elementary grades), signing off on all homework assignments, and attendance at special school events including the Fall Festival, Music Under the Stars, and the Fish Fry. Our school, PTSA, volunteer coordinators, and staff members work with the local community to establish relationships that will enhance educational outcomes and support student achievement. Students and staff members work with the community to bring together special school events, chorus presentations, and working with the art community to present student work. In addition, community members volunteer to work with and mentor students to increase student achievement. On the most recent AdvancED climate survey for parents, 56.56% of respondents strongly agree that our school provides opportunities for stakeholders to be involved in the school, 44.85% of respondents strongly agree that our school's purpose statement is formally reviewed and revised with involvement from parents, and 52.19% of respondents strongly agree that our school shares responsibility for student learning with its 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.

> Parent University sessions are held monthly during the SAC meetings. These provide opportunities for parents and families to work with the classroom teachers or other staff members to review academic requirements and tools to increase student achievement. Classroom teachers use the FOCUS online gradebook to post assignments and grades in a time manner to provide students, parents, and families with information related to student achievement. Parents and families are provided with a progress report each quarter to document the student's performance in all classes. All elementary teachers hold required parent conferences three times per year to provide parents with data about their child's academic progress and potential academic tools. Elementary teachers host student-led conferences for the last cycle of conferences to allow students to highlight their academic growth throughout the year.

Our school website provides parents with academic tools and resources that can be used at home to increase student achievement.

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.
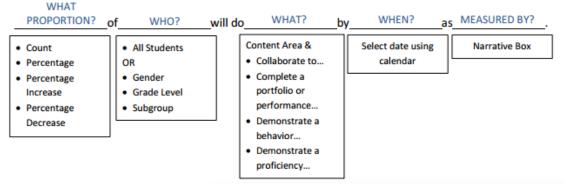
⬡ Family Engagement / Key Strategies

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: All families will be provided with learning opportunities that are linked to student learning outcomes through Parent University Sessions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Learning opportunities in all curriculum areas will be identified on a monthly basis, with a focus on providing at least on appropriate learning opportunity to all families. Invitations will be extended to those families who would benefit from participation in these learning opportunities through flyers, School messenger, teacher communication to families, and the school website.	Classroom Teachers Administration Guidance Counselors
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: All school stakeholders will be provided with opportunities to volunteer in the community to increases our school's involvement in the community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Middle school students will complete Volunteer service hours in order to be eligible to join the National Junior Honor Society and to remain an active member of this organization. Elementary students will complete a Kids Care project through the Advanced Academics program. Volunteer opportunities in the community will be communicated to appropriate audiences.	Audra Benoit, Kelly Noga, Heather Butler, NJHS sponsors Tonya Emory, Erin Isaacs, Advanced academics teachers Annette Ballard, community involvement
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: Elementary team leaders, and Tiffany Boggs, middle grades Language Arts department chair
In 2015/2016, 78% of our students scored at the proficient level or above in ELA. The percentage of students achieving proficiency or higher on the ELA Florida Standards Assessment in Spring 2017 will increase by 5%. In 2015/2016, 56% of African American students scored at the proficient level or above in ELA. The percentage of African American students achieving proficiency or higher on the ELA Florida Standards Assessment in Spring 2017 will increase by 5%.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
English/Language Arts (ELA) and reading teachers will implement instruction to support student success with LAFS, to meet the needs of diverse learners. Teachers will follow a common pacing calendar for focusing on the same LAFS and ELA standards. Reading teachers will attend ongoing Core Connections training to analyze student work from exemplar lessons and plan for instruction based on student data; teachers will work in PLCs to develop standards-based scales, learning goals and learning targets. All students (including African American students) are placed in rigorous and appropriate courses based on student proficiency of standards.	SAT 10 student proficiency data (grades 1,2). FSA ELA proficiency data (grades 3-8) Common Assessment progress monitoring (K5) Cycle Assessment progress monitoring (middle grades) Write Score progress monitoring Participation in monthly PLC meetings and collaborative planning by grade level

Mathematics Goal	Goal Manager: Elementary team leaders, and William Highsmith, Kelly Romero middle grades math department chairs

In 2015/2016, 81% of our students scored at the proficient level or above in math. 78% of our students were proficient in Algebra (Algebra end of Course Exam), and 91% in Geometry (Geometry End of Course Exam). The percentage of all students achieving proficiency or higher on any math Assessment in Spring 2017 will increase by 5%. In 2015/2016, 66% of African American students scored at the proficient level or above in math. The percentage of African American students achieving proficiency or higher on the math Florida Standards Assessment in Spring 2017 will increase by 5%.

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods and teachers will work in PLCs to develop standards-based scales, learning goals and learning targets. All students (including African American students) are placed in rigorous and appropriate courses based on student proficiency of standards. Teachers meet in PLCs to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards. Mathematics teachers follow a common pacing calendar for focusing on the same MAFS. Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.	SAT 10 student proficiency data (grades 1,2). FSA Math proficiency data (grades 3-8) EOC Algebra and Geometry proficiency data (grades 7-8) Common Assessment progress monitoring (K5) Cycle Assessment progress monitoring (middle grades) Participation in monthly PLC meetings and collaborative planning by grade.

Science Goal	Goal Manager: Elementary team leaders, and Heather Butler middle grades science department chair

In 2015/2016, 83% of our students scored at the proficient level or above in Science. The percentage of students achieving proficiency or higher on the SSA (science standards Assessment) in Spring 2017 will increase by 5%.

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Provide science instruction to all students that is appropriately scaffolded using the 5E model of instruction to meet the needs of diverse learners.	SSA (State Science Assessment) proficiency data grades 5 and 8 Common Assessment progress monitoring (K5) Cycle Assessment progress monitoring (middle grades) Participation in monthly PLC meetings and collaborative planning by grade. GAP Assessment for 8th grade students to recognize and address gaps in middle

	school science standards and develop a remediation plan
Provide students are provided with opportunities to demonstrate or express knowledge of Science standards through the use of higher order thinking questions, experiments, labs, cooperative structures, and technology to gather research in accordance with instructional goals.	Collaborative planning Use of district-provided curriculum guides Cycle Assessment performance Use of SLAGs

⬡Other School Goals*

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Jill Rollo (K5) and Amy Thomas (middle grades) Wellness Champions
100% of students will be provided with opportunities for physical movement on a daily basis to maintain student engagement in content.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Elementary students will be provided with P.E. or recess on a daily basis.	Lesson plans Walk through data based on item #27 on the teacher appraisal
Teachers will incorporate instructional strategies that facilitate movement, including movement to learning stations, movement after brief chunks of content engagement, and physical movement to respond to questions.	Lesson plans Walk through data based on item #27 on the teacher appraisal

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** STEM Club sponsors
In 2015- 2016 124 students could participate in extended-learning STEM related offerings (four primary STEM Clubs/ two middle grades STEM Clubs). We will increase the number of participants by 10% during the 2016 – 2017 school year.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Extracurricular STEM Academy will be offered at three levels – Primary (grades 2 – 3), Intermediate (grades 4-5), and Middle School (grades 6 – 8) The STEM Academy teacher will promote enrollment for the STEM Academy to all students with an increased focus on the under-represented populations: women and minorities. • Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model.	Numbers of students applying for participation in STEM offerings Number of students actively participating in STEM offerings

• STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.
• Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge.
• Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.
• STEM Academy teachers in collaboration with their students, will develop an annual STEM Academy newsletter to be used for the purpose of communicating with all stakeholders (students, parents, Administrators, Specialists, Business Partners, etc.).
• Teachers will utilize a STEM inquiry project throughout the duration of the STEM Academy to engage students in inquiry and engineering design which will be displayed at the annual PCS STEM Expo, April 2017.
Teachers will ask questions to identify and define global issues, challenges, and real world problems.
• Conduct research to refine questions, develop new questions and engage in critical thinking.
• Evaluate, select, and apply appropriate systematic approaches (scientific and engineering practices, engineering design process, and/or mathematical practices).
• Apply science, technology, engineering, and mathematic content to construct creative and innovative ideas.
• Analyze the impact of global issues and real world problems at the local, state, national, and international levels.
• Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts.
• Select and use the appropriate domain-specific vocabulary when communicating to a particular audience. (e.g. use of technical language, mathematical symbols)
• Use appropriate academic or domain-specific words when drawing inferences from a range of science, technology, engineering, and mathematic content.
STEM Academy teachers will provide students with opportunities to identify, analyze, and synthesize appropriate science, technology, engineering, and mathematic information (text, visual, audio, etc.).
• STEM teachers will demonstrate to students how to apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematic content.
• Engage in critical reading and writing of technical information.
• Evaluate and integrate multiple sources of information (e.g. quantitative data, video and multimedia) presented in diverse formats.

• STEM Academy teachers will participate in 3 professional development sessions during the 2016/ 2017 school year with the K-12 STEM Specialist, to receive content specific training required to facilitate a STEM Academy. • Develop an evidence-based opinion or argument to connect content to real world STEM issues. • Communicate effectively and precisely with others. • Teachers will provide students with opportunities to use an engineering notebook to record observations, designs, re-designs, real world connections, and further topics of study. • Highlight STEM career opportunities and the educational paths needed to obtain such careers. Enrichment clusters meet one day per week for 15 weeks during the school year. For student participants, curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model. • STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. • Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge. • Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.	
STEM activities will be offered to elementary students as an Enrichment Cluster option	Number of students selecting STEM offerings for Enrichment Clusters

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Civics	**Goal Manager: 7th grade social studies teachers**
In the 2015-2016 school year 89% of our tested 7th grade population met proficiency (L3 and above) on the Civics End of Course Exam. The percentage of students achieving proficiency or higher on the Civics End of Course Exam in Spring 2017 will increase by 5%.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Teachers provide students with opportunities to read informational texts, write about the process and outcomes of their investigations (DBQ's/ traditional and electronic) are utilized. Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods and teachers will work in PLCs to develop standards-based scales, learning goals and learning targets. All students (including African American students) are placed in rigorous and appropriate courses based on student proficiency of standards.	7th grade Civics End of Course exam student proficiency data. Cycle Assessment progress monitoring (middle grades) Teachers work in PLC groups to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks.

Teachers engage students in instructional strategies that included higher order thinking skills and questioning to raise achievement levels. Teachers incorporate instructional activities that support student success with LAFS with in the Social Studies curriculum. Articulation between grade levels 6th US History and Civics discuss common benchmarks	Teachers meet in PLCs to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks.

⬡ Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:** Madeira Beach Fundamental School Community
In 2015-2016, 56% of African American students scored at the proficient level or above in ELA and 66% of African American students scored at the proficient level or above in Math. African American students will increase their proficiency by 5% as measured by the FSA ELA and Mathematics Assessment in the Spring of 2017.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
African American students scoring proficient or better in reading will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Lesson plans Walk thru data Collaborative planning
African American students scoring proficient or better in math will increase. This will be accomplished by the use of identified best practices strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Quarterly/Cycle Assessment Data Monthly PLCs Common Assessment Data

Subgroup Goal (ELL)	**Goal Manager:** Madeira Beach Fundamental School Community
In 2015/2016, 40% of ELL students scored at the proficient level or above in ELA and 50% of ELL students scored at the proficient level or above in Math. ELL students will increase their proficiency by 5% as measured by the FSA ELA and Mathematics Assessment in the Spring of 2017.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
ELL students scoring proficient or better in reading will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Lesson plans Walk thru data Collaborative planning

ELL students scoring proficient or better in math will increase. This will be accomplished by the use of identified best practices strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Quarterly/Cycle Assessment Data Monthly PLCs Common Assessment Data

Subgroup Goal (ESE)	Goal Manager: Madeira Beach Fundamental School Community

In 2015-2016, 46% of ESE students scored at the proficient level or above in ELA and 60% of ESE students scored at the proficient level or above in Math. ESE students will increase their proficiency by 5% as measured by the FSA ELA and Mathematics Assessment in the Spring of 2017.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE students scoring proficient or better in reading will increase. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Lesson plans Walk thru data Collaborative planning
ESE students scoring proficient or better in math will increase. This will be accomplished by the use of identified best practices strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	Quarterly/Cycle Assessment Data Monthly PLCs Common Assessment Data

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 4th	Grade 5th	Grade 6th	Grade 7th	Grade 8th	School #	School %
Students scoring at FSA Level 1 (ELA or Math)	6%/ 7%	8%/ 1%	6%/ 2%	5%/ 7%	7%/ 4%	68/ 53	6%/ 5%
Students with attendance below 90 %	3	0	0	0	2	5	<1%
Students with excessive referrals**	0	0	0	2	0	41	3%
Students with excessive course failures**	0	1	0	5	6	12	<1%
Students exhibiting two or more indicators	2	2	6	7	16	29	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

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Every day at school counts. In the 2015-2016 school year 6.9% of the school population was absent 10% or more of the school days. In 2016-2017 we will decrease that number by 3%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Use of school news programs, school newsletter, website, PTSA face book to promote student attendance. Recognize exemplary student attendance each grading period. Use of the marquee to promote student attendance Use of School Spirit dates to promote attendance.	S.B.L.T. team/ Child study team reviews student attendance bi weekly. Principal receives a monthly attendance report at area leadership meetings.

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
In the 2015-2016 school year our school had a total of 67 Intervention and Appeals Committee meetings for students that violated the fundamental guidelines. Our goal is to reduce IAC's by 5%. In 2015-2016 there were 42 office referrals issued. In 2016-2017 we will decrease the number of office referrals by 5%.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Madeira Beach Fundamental students will be able to follow the fundamental guidelines and make any necessary adjustments. Policies, procedures, expectations, and disciplinary actions are put in place from the first day of school and are enforced throughout the year. Teachers and staff create a positive, safe culture and have safe guards in place when problems arise such as bullying and social issues. The school provides a school-wide reward system that	Review of Intervention and Appeal committee invitations. Review of student discipline data in bi-weekly S.B.L.T. meetings

includes Commitment to Character, Manta Money, and an Honor Pass System. These rewards recognize and reward students who are displaying their commitment to character traits and following the common guidelines as they help to provide a safe, secure, and healthy learning environment for all students. During the first weeks of school all teachers participate in classroom culture building. During this time, students get to know each other as well as teachers getting to know students. This process continues throughout the school year. Teachers establish classroom expectations. Teachers also review the student agenda and student expectations the first week of school. Administration reminds students of expectations during lunch and over the announcements.	

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.

Intervention strategies begin with high-qualified teacher recognizing a student as struggling and has exhibited two or more early warning indicators. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and the level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Ongoing assessment, tiered instruction, and parent involvement are important to the intervention process.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal
Our goal is to ultimately increase student achievement, especially moving our level one and two students' achievement in their content area courses. Additionally, we would like to ensure all students receive course recovery credits as necessary for grade level promotion. We would like to the number of students participating in Extending Learning opportunities to increase by 10% from 2015-2016 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Provide before or afterschool extended learning opportunities for all students. Identify level one and two students' in need of additional supports using 2015-2016 SAT 10/ FSA student proficiency information. On-going review of Common Assessment progress monitoring (K5)/Cycle Assessment progress monitoring (middle grades), and quarterly report card grades to identify additional extended learning opportunities Ensure all students receive course recovery credits as necessary, so those students are identified quarterly to receive additional course recovery opportunities.	SAT 10 student proficiency data (grades 1,2). FSA proficiency data (grades 3-8) EOC Algebra and Geometry proficiency data (grades 7-8) Common Assessment progress monitoring (K5) Cycle Assessment progress monitoring (middle grades) Participation in monthly PLC meetings and collaborative planning by grade. Student report card grades

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	93	% with advanced degrees	42
% receiving effective rating or higher	100	% first-year teachers	2.2
% highly qualified (HQT)*	98	% with 1-5 years of experience	14
% certified in-field**	98	% with 6-14 years of experience	44
% ESOL endorsed	29	% with 15 or more years of experience	40

*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.

When teaching openings occur, the Principal convenes a selection committee to review resumes of candidates, seeking to find the most viable candidates to interview. Principal and interview teams meet all viable candidates then provide input finding the most viable candidate.   Once recommended for a position, new staff members are part of a school orientation process. All new staff members are matched with an accountability partner (existing staff member) who meets with them as needed. All instructional staff members are member of grade level teams, or subject area departments who plan instruction together. New teachers or teachers that have transferred from another school are paired with an accountability partner. This is a collaborative partner used to "touch base" with regularly. New teachers are observed formally and in walk through. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling. All instructional staff members are member of grade level teams, or subject area departments who plan instruction together.

⬡ **SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Chris	Ateek	White	Principal
Brett	Volland	White	Teacher
Kathy	Mohney	White	Support Employee
Debra	Pohlad	White	Teacher
Eric	Ladjimi	White	Parent
Jennifer	Goldstein	White	Parent
Melissa	Cunningham	White	Parent
Nyema	Cromartie	Black	Parent
Lila	Uttasing	Asian	Parent
JE	Gonzales	Hispanic	Parent
		Select	
		Select	

⬡ **SAC Compliance**

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

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

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

☒ Yes	☐ No	Committee Approval Date:

⬡ **SBLT / MTSS Leadership Team**

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

☒ Yes	☐ No	Chairperson: Chris Ateek, Principal

State Days / Intervals that Team meets below.

The Madeira Beach Fundamental School School-Based MTSS/RtI Team meets once every two weeks. These meetings are scheduled for Tuesdays. When necessary, these meetings include the guidance counselors, academic team members, school social worker and psychologist. The School Psychologist or school-based MTSS leadership team coordinator would facilitate the MTSS leadership team meetings, asking for input from the academic staff, which includes classroom observations and gathering of data for specific identified behaviors. The School Psychologist would share any recent information from psychological testing and assist in analyzing the data presented by the staff. All school-based MTSS leadership team members, including the appropriate grade level counselor and VE liaison would discuss possible interventions that may assist the student, depending on his/her individual needs. A plan of action would then be made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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.

Related Goal(s)
Highest student achievement in all subject areas
Actions/Plans
Provided instructional materials, and further educational opportunities to staff
Type of Resource
Evidence-based programs, professional development, and technical resources
(i.e., evidence-based programs/materials, PD, technology, etc.)
Description of Resources
SIP funds to be used to continue programs, purchase instructional materials or technology, provide student enrichment opportunities, and professional development activities to staff.
Funding Source
School Improvement Funds

$7000.00 (estimate based on 2015-2016 allocation of School Improvement Funds)