

WELCOME TO

change



**School
Improvement
Plan
2016-17
Thurgood
Marshall
Fundamental
Middle School**

Michael A. Grego, Ed.D.
Superintendent

Pinellas County
Schools





School Profile

Principal: Nicole Wilson	SAC Chair: Tammy Kaplan
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School Vision	Educating students to become globally competitive in the 21 st century society
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School Mission	The learning community of TMFMS will ensure high student achievement in a safe learning environment to promote citizenship and lifelong learning.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
927	6%	32%	6%	5%	51%	>1%

School Grade	2016: A	2015: A	2014: A	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	75	74	79	73	74	68	85	85	92	90		
Learning Gains All	64	63	67	61								
Learning Gains L25%	51	50	52	48								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Nicole	Wilson	FT	Less than 1 year
Asst Principal	Nathan	Forbes	FT	1-3 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)	Natasha	Reed	PT	1-3 years
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff: 48		Total Support Staff: 25		



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).

Thurgood Marshall Fundamental Middle School instructional staff and administration work together to enforce policies, procedures, expectations, and disciplinary actions that are put into place from the first day of school and reinforced throughout the school year. Teachers and staff create a culture of safety and positivity that aligns with the fundamental guidelines. Students are recognized and rewarded to students that are displaying positive character traits and guidelines to provide a safe learning environment for all students. Social and bullying concerns are addressed following processes and procedures aligned with the district guidelines. Students, parents and/or staff can anonymously report any actions that they deem may be bully situations. The school staff are stationed strategically in locations to before, during, and afterschool to provide a safe learning environment

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?

Teachers participated in building classroom culture for the first few weeks of school. During this time, students will focus on getting to know each other and their teachers. Teachers greet students using the three h’s (hug, high five, or hand shake). This will occur throughout the school year. Teachers establish classroom expectations, procedures and agendas. Administration establishes expectations through assemblies, announcements and during lunch. School-wide daily common expectations of being Renewed, Respectful, building new Relationships and being Ready to learn.

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.

Thurgood Marshall Fundamental Middle School-Based MTSS/RtI Team meets weekly on Monday. The meeting includes school counselors, social worker and psychologist. The School Psychologist facilitates the MTSS meetings providing minutes and updates for staff. School counselors, social worker, behavior specialist, and psychologist provide support for student with social-emotional needs and support. School counselors meet with students to address academic needs, behavioral, and socio-emotional needs.

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?

Data points such as grades, discipline referrals, assessments, and teacher recommendations are used to determine the needs of students on the campus of Thurgood Marshall Fundamental Middle School. After reviewing the data students are invited to participate in Extended Learning Program tutoring, enrichment, and organization. Exceptional education students and ELL students receive support facilitation and support from our assistants within the classroom.

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).

Professional Learning Communities meet to discuss Performance Matters assessment data, individual class

assessment data, and FAIR data. Staff also utilizes Performance Matters – BB Card, FOCUS, PMRN, and SRI. Teachers used data from previous year FSA/EOCs for planning of instruction for classes at the beginning of the year. This data will be reviewed quarterly to discuss.

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?

School based leadership team meets bi-weekly to use school-wide, district and state data to review individual student trends. Attendance, grades, and discipline are considered to address the needs of individual students. Walk-throughs using Marzano framework to ensure rigorous instruction, the monitoring of each student’s progress towards learning goals and scales. Timely feedback utilizing iObservation to teachers ensures staff members have high expectations for the success of all students. Peer observations are also conducted quarterly.

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 to make academic progress and to be career ready.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide rigorous course opportunities to students that ordinarily would not enroll. Utilizing AVID to target students with potential. Move to school wide AVID.	All Staff
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: To decrease the amount of discipline between black and non-black students by 25%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teacher will create a culture that supports diversity. African-American students will be provided the opportunity to participate in tutoring and enrichment before and after school. Through instruction opportunities of small group instruction, appropriate placement, offered more rigorous courses, and AVID. There will also be opportunities through Girlfriends, 5000 Role Models, STEP, PMAC, and the Poynter Institute.	All Staff



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 instruction will align to PCSB and State expectations (pacing guides, curriculum guides). The leadership team will collaborate and plan bi-weekly utilizing data to drive instruction. Instructional focus will be collaboration, communication, critically thinking, concern for others, rigor, and the Marzano framework. Emphasis will be on scales, developing assessments after unpacking standards, and monitoring each student towards the learning goal. During the 2015-16 school year, Thurgood improved proficiency in ELA, Math, and Science.

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?

The key area for improvement for Thurgood Marshall Fundamental Middle School is to increase proficiency in all content areas to 85% and for all students to make learning gains for the 2016-17 school year. The 2015-16 FSA/EOC data was reviewed to determine the improvement.

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.

The teachers of Thurgood Marshall Fundamental Middle School will measure student growth by utilizing Write Score, FOCUS, Performance Matters, PMRN, Decision Ed, FSA, Lexile testing, scales and classroom assessments.

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).

A 6th grade orientation is held to support 5th grade students as they transition from elementary to middle school. Incoming 6th grade students are provided with opportunities to review the course offerings, academic course progression, expectations and materials needed for the upcoming year. 8th graders are provided an opportunity to meet with potential high schools prior to choosing a school through a PTSA meeting in October. Students are also afforded an opportunity to shadow potential high schools to provide a smooth transition from middle to high 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	
Thurgood Marshall will focus on (5 C’s) Collaboration, Communication, Critically Thinking, Concern for others, and Competition strategies throughout the school. Rigor will also be added as an expectation for student growth within all classes.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The data will be collected and determined it’s effectiveness by classroom walk through, observations, peer to peer observations, FOCUS data of student grades and feedback.	Administration, department heads, classroom teachers, school counselors
Instructional Strategy 2	
The use of formative assessments	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The use of scales that check for students’ progress towards the learning goal. Students also will be able to check their own progress toward learning goal. Classroom teachers will also know if there is a need to adjust the lesson for re-teaching and enrichment.	Classroom teachers, administration
Instructional Strategy 3	
Extended Learning Program	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected with classroom walk through data, student grades, one on one-student conferences, increase in passing rate of formal and informal	Administration, classroom teacher, school counselors

assessments.	
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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.

Thurgood Marshall Fundamental Middle School’s strategies to encourage positive working relationships between parents, teachers and students by working collaboratively utilizing PTA/SAC meetings and Marzano framework to build a culture of mutual respect, trust, and professionalism.

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.

PTA – September 1, October 6, November 3, December 1, January 5, February 2, March 2, April 6, May 4
SAC – September 13, October 11, November 8, December 13, January 10, February 14, March 7, April 11, May 9
PLC – August 8, August 22, September 12, September 26, October 17, October 31, November 14, December 5, January 2, January 23, February 13, February 27, March 20, April 10, April 24, May 8
SBLT – August 12, August 26, September 9, September 16, October 14, October 21, November 4, November 18, December 9, January 6, January 20, January 27, February 10, February 17, March 3, April 7, April 21, May 5, May 12
Staff – October 12, March 20
MTSS – Every Monday

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 for Thurgood Marshall Fundamental Middle School last year was Marzano Art and Science of Teaching Framework. Teachers are utilizing scales in their classrooms. These research-based strategies have led to an increase in student learning as evidence by increased proficiency on state assessments. The next steps will be to continue with Marzano frameworks with an emphasis on scales, students monitoring their progress, and the use of formative assessment. Also, an increase in professional development opportunities for staff during twenty in and out on planning time as well as during PLC times. Professional development opportunities will be determined by the needs of the school according to data.

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?
Scales	Through-out school year	Classroom Teachers	Students and staff understand the learning goal and target to increase student achievement
AVID	Through-out school year	Classroom Teachers	Increase writing, collaboration, inquiry, organization, and rigor in classrooms that increases student achievement
Collaboration/Collaborative Structures	Through-out school year	Classroom Teachers	Increase student collaboration to master learning goal and target. Students will be able to increase their knowledge and deepen understanding.
Formative Assessments	Through-out school year	Classroom Teachers	Monitor the learning of students toward meeting the standards and understanding. Increase student achievement.
Marzano – DQ 1	Through-out school year	All faculty	Increase student achievement and students are able to monitor their progress towards the learning.
Healthy Schools	Through-out school year	All faculty	Teacher health



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).

Thurgood Marshall Fundamental Middle School maintains a positive relationship with families. Families include required PTSA/SAC, parent conferences, and signing off on homework assignments. Our school, PTSA, volunteer coordinator, and staff members work with the community to establish relationships that enhance and support student achievement.

In efforts to build relationships and increase communication with families utilizing the strategies below

- Weekly updates
- Parent Conferences
- Mentor/tutor programs
- School Messenger
- School Website
- Teacher Surveys

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.

Thurgood Marshall Fundamental Middle School maintains a positive relationship with families. Families include required PTSA/SAC, parent conferences, and signing off on homework assignments. Our school, PTSA, volunteer coordinator, and staff members work with the community to establish relationships that enhance and support student achievement.

In efforts to build relationships and increase communication with families utilizing the strategies below

- Weekly updates
- Parent Conferences
- Mentor/tutor programs
- School Messenger
- School Website
- Teacher Surveys

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families

Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

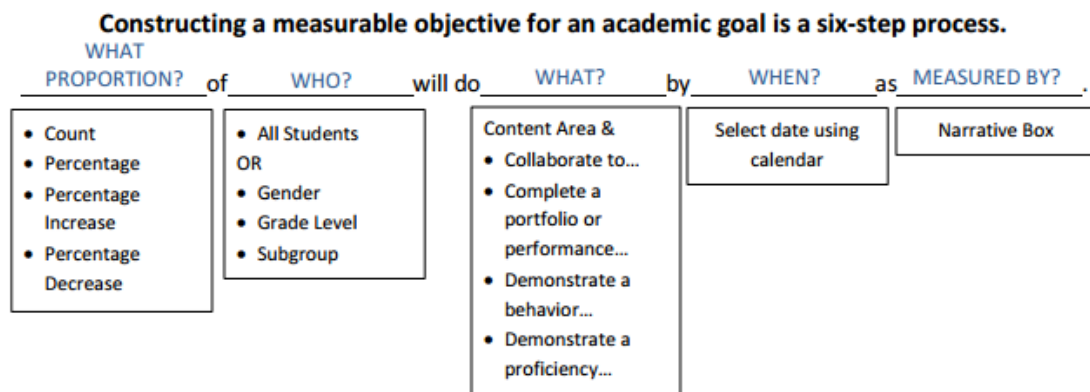
*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Create opportunities that are linked to student learning and assisting students in making learning gains.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide an opportunity for PTSA, SAC and classroom teachers to partner to create workshops that engage families to increase learning opportunities.	Parents, classroom teachers, administration
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?	
To increase in student led conferences	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Collaborate with teachers to create a forum to display more student work.	Classroom teachers and administration

Section 2 – School Goals / Action Steps

Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Natasha Reed, Stephanie Pawlowicz
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Thurgood Marshall Fundamental Middle School’s reading goal is to increase proficiency from 75% to 85% and for all students to make learning gains as measured by FSA.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>English Language Arts/Reading teachers will implement instruction to support student success with Language Arts Florida Standards.</p> <p>ELA/Reading teachers will participate in data chats with students.</p>	<p>Professional Development on close reading, instructional shifts, standards, assessment, and effective instructional strategies.</p> <p>FSA ELA proficiency data</p> <p>Write Score progress monitoring</p> <p>Lexile progress monitoring</p> <p>Participation in PLC meetings and collaborative planning</p> <p>Administrative walkthroughs</p> <p>Reading coach embedded in reading classes .</p> <p>Scales</p> <p>ISM visits</p>

Mathematics Goal	Goal Manager: Marissa McCarthy
In 2015-16, 79% of our students scored proficient in math. For 2016-17, our goal is to increase proficiency in math to 85% and for all students to make learning gains. In Algebra I 95% of our students were proficient and in Geometry 99% of our students were proficient.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Math teachers will provide students with opportunities of higher order thinking questions and performance tasks aligned to Mathematics Florida Standards (MAFS).</p> <p>Extended Learning and Enrichment Programs will meet the needs of students struggling or needing to deepen their understanding of content.</p> <p>STEM opportunities for all students that will enhance math skills.</p> <p>Math teacher will participate in data chats with students.</p>	<p>Professional Development on instructional shifts, standards, assessments, and effective instructional strategies.</p> <p>FSA Math proficiency data</p> <p>EOC data</p> <p>Performance Matters</p> <p>DecisionEd</p> <p>Scales</p> <p>Administrative walkthroughs</p> <p>ISM visits</p> <p>Participation in PLC meetings and collaborative planning</p>

Science Goal	Goal Manager: Angela Beane
In 2015-16, 74% of our students scored proficient in science. The percentage of all students achieving proficiency in Spring 2017 will increase to 85% and all students will make learning gains.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers will provide extensive inquiry based instruction which includes research, scientific thinking and writing opportunities that supports the 5E model of instruction	Participation in PLC meetings. Cycle Assessment progress monitoring GAP Assessment for 8 th grade students Use Project Based Learning to make real world connections.

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: Lori Brown
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
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. TMFMS will strive to become reaching Bronze national recognition	Lesson Plans Walk through data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager:
In 2015 -16 Thurgood Marshall Fundamental Middle School decreased a percentage point in Civics. For the 2016-17 school year TMFMS would like to increase 2% points on the Civics EOC in the Spring.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will develop systems for data collection (that include students tracking their own progress) and having regular data chats with students.	Participate in PLCs to create common assessments and lessons Receive professional development on creating self-monitoring tools. Participate in peer observations Walk through data through iObservation
Teachers will engage students in instructional strategies that include higher order thinking skills and questioning.	End of Course Exam proficiency Scales and student monitoring their own progress

	Results from DBQs in class
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
In 2015-16, 51% of African American students scored proficient on the Spring FSA ELA. 58% of African American students scored at the proficiency level in Math. All African American students will make learning gains and will increase proficiency to 85% as measured by Spring Assessment of FSA ELA/Math.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Students will be afforded the opportunity to participate in ELP for remediation and/or enrichment purposes in each content area.	Walk through data
Teachers will increase rigor and high order thinking strategies and questioning	Lesson Plans Classroom walk through Common Assessment Data Scales/student self-monitoring utilizing scales PLCs Peer observations Increased placement into advanced courses

Subgroup Goal (ELL)	Goal Manager:
Increase achievement in ELA and Math for all ELL students.	

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 through data

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.	Lesson Plans Walk through data
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Subgroup Goal (ESE)	Goal Manager:
All ESE students will make a learning goal and increase proficiency to 85% on ELA/Math FSA in the Spring. In 2015-16 27% of ESE students are proficient in ELA and 18% in Math.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Provide the opportunity for students to participate in ELP for enrichment and remediation purposes. ESE students scoring proficient or better in reading and math 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	CELLA Assessment DecisionEd FOCUS EOCs Common Assessments

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

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)	54	49	62			175	19%
Students with attendance below 90 %	27	34	38			105	11%
Students with excessive referrals**	0	0	0			0	
Students with excessive course failures**	0	0	0			0	
Students exhibiting two or more indicators	0	0	3			3	


*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the

entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

 **EWS - Attendance**

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Thurgood Marshall Fundamental Middle School will maintain an average daily attendance of 97% for the 2015-16 school year. TMFMS will increase to 98% throughout the 2016-17 school year.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Monitoring the school app on the website Use of school news programs, school newsletter, website, to promote attendance Use of the marquee to promote attendance	Child Study Team FOCUS

 **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
In the 2015-16 school year our school had a total of 50 Intervention and Appeals Committee meetings resulting in dismissal of 26 students that violated the fundamental guidelines. Our goal is to reduce IAC's by 5% in 2016-17.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Thurgood Marshall Fundamental Middle 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. 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 establish classroom expectations. Teachers also review the student agenda and student expectations for the first week of school.	IAC Intervention and Appeal committee invitations SBLT meetings reviewing data

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.

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Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Our goal is to increase student achievement/making a learning gain with all students. The extended learning day will provide opportunities for organization, remediation and enrichment. Additionally, we would like to ensure all student receive course recovery credits as necessary for grade level promotion.

Actions / Activities in Support of Goal	Evidence to Measure Success
Provide before, during lunch and after school extended learning. Identify students that are in need of additional supports using FSA student proficiency data On-going review of Common Assessment progress monitoring	MTSS Common Assessment Data PLC

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members
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# of Instructional Employees	48	% with advanced degrees	33.3%
% receiving effective rating or higher		% first-year teachers	1%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	2.1%
% certified in-field**	100%	% with 6-14 years of experience	41.7%
% ESOL endorsed	27%	% with 15 or more years of experience	31.2%

*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.

The Principal will select a 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 into 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 assigned a mentor and are teamed with another member of their department. New teachers are observed formally and frequent walk through. Feedback is provided.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Tammy	Kaplan	White	Parent
Sean	Singh	Asian	Parent
Nicole	Wilson	Black	Principal
Margaret	Smalls	White	Other Instructional Employee
Bridget	Newell	White	Parent
Terri	Defibaugh	White	Support Employee
Debbie	Terrell	Black	Parent
Elisa	Borschel	White	Parent
Dennis	Derosier	White	Parent
Lisa	Marquetty	White	Parent

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.)
Trying to meet minority representation by recruiting additional grade representatives.	

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

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date: 9/13/2016
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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: Yvonne Sullivan
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State Days / Intervals that Team meets below.
MTSS and CST meet every Monday (alternating each Monday). SBLT meets four times quarterly.

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.

The projected use of school improvement funds will be used for evidence-based programs/materials, professional development, and technology. The amount allocated will be determined at a late date.

Use this space to paste budget, if desired.
