



WELCOME TO

change

School Improvement Plan 2016-17

Calvin Hunsinger School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Profile

Principal: Douglas Keimig	SAC Chair: Russell Colangelo
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School Vision	100% Student Success
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School Mission	Educate and prepare each student for college, career, and life while making at least one year of learning gains.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
113	0%	42%	7%	5%	46%	0%

School Grade	2016: No Grade	2015: No Grade	2014: No Grade	Title 1 School?	<input checked="" type="checkbox"/> Yes	<input 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	4%	5%	5%	5%	7%	28%	15%	6%	0	0	40%	80%
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Douglas	Keimig	FT	3
Assistant Principal	Heidi	D'Ambrosio	FT	3
Teacher Elementary	Christine	Ehlers	FT	29
Teacher Middle	Alexandria	Hartigan	FT	3
Teacher High School	Julie	Smith	FT	21
Social Worker	Maryann	Phillips	FT	11
VE Specialist	Mary	Canning	FT	10
Behavior Specialist	Jody	Cohenour	FT	28
Secretary	Lisa	Allen	FT	13

VE Specialist	Stephanie	Sagan	FT	22
Select Role				
Select Role				
Total Instructional Staff: 9		Total Support Staff: 1		



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).

The school-wide expectations have been clearly identified and reviewed with staff during pre-school PBS training, and they are as follows: (Acronym S.P.L.A.S.H.): Strive Academically, Pay Respect to Self and Others, Listen and Respond Appropriately, Always do your Best, Solve Problems, Help Each Other. We utilize a school-wide Level System to increase appropriate behaviors. Classroom rules will also be developed with the students and posted during the first week of school and will be visible in all classrooms.

School Wide Guidelines For Success: Expectations and Rules:

Expectations	Rules
Strive Academically	1. Be On-Task and Give Full Effort
Pay Respect to Self and Others	2. Use Appropriate Words and Actions
Listen and Respond Appropriately	3. Follow Staff Directions
Always do Your Best	4. Complete All Assigned Tasks to Your Best Ability
Solve Problems	5. Solve Problems Calmly, Safely & In-Area
Help Each Other	6. Lend a Hand; Do the Right Thing

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Our school has developed a PBS Staff Handbook specifically for our student population; it includes school-wide, classroom, and individual PBS addressing: expectations and rules, responses to problem behaviors, behavior hierarchy, crisis intervention, and data and progress monitoring. Our teachers do not submit written behavior plans. The school-wide expectation is that their classroom management (behavior plans) aligns with the school PBS handbook. Each team of teachers work in collaboration to implement classroom and wing-wide behavior management practices that align to the handbook and make adjustments throughout the school year as needed for classes and individual students. Overall behavioral and academic data are monitored through our SBLT. Individual student and level (elementary, middle, and high) are monitored and reviewed at one PLC Meeting per month utilizing the data wall where data are added each month. The administrative team reviews suspension and arrest data each week by gender, race, and grade to monitor for equity based on our school’s demographic data.

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.

Behavioral: We continue to implement the Level System school-wide and progress monitor with each level. Celebrations have been built in to increase positive responses, each student receives classroom social-emotional lessons and individual counseling, and monitor student progress by reviewing where they are on the level system and monitoring referral, suspension, and arrest data. The progress monitoring of this data is used to determine interventions, Functional Behavior Assessment (FBA) reviews, and supports for individual students. In addition, we are looking to implement restorative practices beginning at the middle school level.

Academic: Core instruction is monitored through the review of the Administrator Quick Glance (that indicates the pace and critical content to be taught), review of weekly lesson plans for alignment to pacing guides, walkthrough data including Marzano Element #6 – Identifying Critical Content, Professional Learning Communities (PLC) meeting notes are submitted weekly to administration for review and feedback, and administration attends PLC meetings. We are also in the process of implementing Renaissance STAR and IRLA to focus on discrete skills in reading in order to increase reading proficiency across all grade levels. In addition, we are looking to implement project-based learning.

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?

All of our students are assigned to our school because they require intensive supports. We utilize a school-wide Level System to promote and monitor behavioral growth; students and teachers track academic progress. We regularly review individual needs of students based on academic and behavioral data that is reviewed with each PLC team monthly. Calvin Hunsinger has four full time behavior specialists, five social workers and a psychologist who are available to students. Students are provided with one on one and small group counseling sessions. We have a process in place for students to request to speak to a preferred staff member when they feel in need of extra guidance and each student is matched with at least one Check and Connect staff member. We also have weekend snack program for students experiencing poverty.

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).

Behavioral: We meet with each team monthly and review data from School-wide Level System, EDS, School Dashboard, and Focus for behavioral data. We complete at least 2 FBA reviews on each student and discuss students with intensive needs at the weekly behavioral team meeting.

Academic: We meet with each team monthly and review data from Performance Matters, Running Records, STAR, IRLA, and SRI. The data is used to group (re-group) students and determine specific interventions and supports.

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?

We provide trainings related to academics, ensure that teachers have opportunities to go to professional development offered by the district through TDEs, complete walkthroughs, informal and formal evaluations, and monitor implementation of teacher developed Deliberate Practice Plans. We provide trainings for staff around topics that include trauma informed care and resiliency. We specifically look for the identification of Critical Content Marzano Element #6 on the Common boards, review of Learning Targets with students, monitor student engagement during all classroom visits (walkthroughs, informal, and formal observations), implementation of the Strategic Instructional Model, and review of weekly lesson plans for alignment with state standards and pacing guides provided by the district ensuring during walkthroughs that the classrooms are on the correct pace and match the lesson plans submitted.



School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: 100% of students will track their behavior progress on the Level System by graphing their daily points, setting goals, and monitoring their own progress towards the goals in their data chat binders with monitoring and support as needed from staff to begin by August 15, 2016 with a minimum of weekly monitoring and review by staff for accuracy.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We want students to understand the Level System, the purpose of it, and how to track their progress in relation to the Level System. All of our students are placed at Calvin due to the significant behaviors they exhibit. We want students to improve their behavior so that they can spend more time focused on academics and reintegrate to a general education school.	Douglas Keimig Heidi D'Ambrosio Jody Cohenour Lynn Wagner Michael Cardwell
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: Our African American students will decrease their number of referrals, suspensions, and arrests by at least 20% compared to other subgroups by May 2017 with weekly monitoring of this data and they will increase their academic performance by 20% compared to other subgroups as measured by Performance Matters, Classroom assessments, and overall grades by May 2017 with monthly monitoring to occur during Professional Learning Communities (PLC) data chat meetings.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Students tracking their own progress. The desired outcome is that students will be able to use their Data Chat Binders to identify their current levels of performance and be able to compare their present level of performance to the expectations of the standards for their grade level. We plan to implement a 5000 Role Model club.	Teachers and behavior specialists.
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?

We have implemented Data Chat books at all levels for each student, giving them the opportunity to track their own progress, share their progress with staff and families, and set goals to increase their academic and behavioral performance. We have seen an increase in student knowledge of the various components of the Level System (behavioral), and students are able to explain where they are in relation to the Learning Target for the day's lesson and on the Learning Scales that are aligned to the Florida Standards provided by the teachers. We have seen an increase in the volume of student writing and length of time they spend engaged in writing. By increasing positive behaviors students are spending more time in the classroom engaged in academics. Time out of the classroom is tracked by the behavioral team and monitored during their weekly behavioral meetings. We continually strive to increase time in the classroom on task. As a school we are

focusing on three Marzano Elements to increase rigor that is aligned to the Florida Standards: Identifying Critical Content, Examining Errors in Reasoning, and Examining Similarities and Differences. We review progress by monitoring Data Chat Binders, academic data (Performance Matters, SRI, Running Records, STAR IRLA, I Ready, and Reading Plus), and student engagement during walkthroughs, informal and formal observations.

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?

We have reviewed our discipline data and the amount of time some students spend outside of the classroom due to behavior issues. One of the key areas for improvement is to increase student engagement by increasing positive behaviors of our students and increasing their time spent in the classroom on task. Teachers and behavior specialists review this data monthly to determine interventions and supports needed that are also aligned with the student’s Functional Behavior Assessment (FBA) and Individual Education Plan (IEP).

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.

Our teachers use Learning Scales and Goals, performance matters, running records, formative assessments, students’ self-rating on Learning Scales, and the students’ progress on the Level System for behavior to measure growth. The teachers review this data and adjust instruction based on student needs and performance.

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).

Our entire staff works together to support students in transitioning from one level to the next each year. Our school is small and has students from KG through Extended Transition so we are able consult with the teacher directly for the next school year. Each team collaborates with the next team when students are promoted from one level to the next by providing insight about the student, their individual needs and supports from years of experience with the child. Elementary and middle have moving up ceremonies for 5th and 8th graders. For high school students, we provide a small, personalized graduation ceremony focused on our graduates’ specific accomplishments. We also support students when they reintegrate from Calvin to a general education site through email, school visits, and home contacts. Our staff focuses in on each individual student in reaching grade level proficiency by utilizing associates and our Title 1 paraprofessional to provide individualized academic support with guidance from instructional staff. Instructional staff provides differentiated instruction along with all supports developed in student IEPs. We use our Title 1 funds to support academics by providing parents resources they can use at home. All staff supports the implementation of Data Chat Binders and follow up with students to review progress and set new goals.

◆ 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	
Teachers will focus on the Marzano Similarities and Differences element during classroom instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers receive professional development focused on the Marzano	Team leaders (Ehlers,

element during pre-school and during weekly Professional Learning Communities (PLCs). Supplemental materials to support growth will include resources from the Marzano iObservation website and the Essentials for Achieving Rigor book series. Data will be collected through Walkthrough data, lesson plans, minutes from PLC meetings, and teacher feedback through iObservation.	Hartigan, Smith, Canning, Cohenour, Phillips) and Keimig, D’Ambrosio
Instructional Strategy 2	
Teachers will focus on the Marzano Examining Errors in Reasoning element during classroom instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers receive professional development focused on the Marzano element during pre-school and during weekly Professional Learning Communities (PLCs). Supplemental materials to support growth will include resources from the Marzano iObservation website and the Essentials for Achieving Rigor book series. Data will be collected through Walkthrough data, lesson plans, minutes from PLC meetings, and teacher feedback through iObservation.	Team leaders (Ehlers, Hartigan, Smith, Canning, Cohenour, Phillips) and Keimig, D’Ambrosio
Instructional Strategy 3	
Teachers engage in data chats monthly to track students’ academic progress. Students engage in maintaining Student Data Chat binders where students track their progress toward learning goals aligned to the state standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data reviewed will be from: Walkthrough data, lesson plans, teacher feedback, monthly data chat meetings, and student data chat books Data reviewed will be Performance Matters, SRI, Running Record, STAR, IRLA, Reading Plus, and I Ready. It may also include pre and post data dependent on the subject area.	Keimig, D’Ambrosio



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.

In our AdvancED survey, some staff identified the need for a professional learning program designed to build capacity among all professional and support staff members. Based on the AdvancED survey, we are providing trainings that will build capacity for all professional and support staff members. Trainings identified for this school year include sensory behavior training, three specific Marzano elements chosen through a staff survey at the end of last school year (Identifying Critical Content, Examining Errors in Reasoning, and Examining Similarities and Differences), and trainings that are centered on Trauma Informed Care and Restorative Practices. The administrative team provides and attends trainings with staff to promote a positive working relationship. We meet with teachers individually at least two times a year to review their deliberate practice plan. We provide timely feedback using the Marzano Informal Observation Form and encourage staff to have conversations with us about what we saw when we were in their classroom. We attend PLCs and team meetings particularly with groups that are facing challenges and need support.

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

Teachers are provided time during PLCs to collaborate and review student data. Once a month, teachers will meet with the data team to review student data. Elementary teachers continue to work collaboratively with Sandy Lane Elementary as they have the past two years. Several of our middle school teachers are collaborating with Safety Harbor Middle School teachers.

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?

Over the past year we targeted Learning Scales and Goals, The Wounded Student, and Marzano Appraisal. In our AdvancED survey, lack of consequences for students’ behaviors was noted multiple times. Based on the results of the AdvancED survey, it was determined that additional training centered on building understanding of our students and how to work with them would address staff concerns. Staff have gained a better understand of where our children are coming from and what they have been through. Students are using Learning Scales to measure their own growth toward the learning goals. Next steps: to provide additional training and support on specific Marzano Elements to increase student learning and overall learning gains. Specifically, we are going to look at identifying critical content, examining similarities and differences, along with examining errors in reasoning, and tracking student progress. We will measure success through rappers built between staff and students and monitoring using iObservation looking for the specific elements staff are trained in.

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?
Resiliency	Pre-school	All Staff	More awareness of challenges and needs of our students
Lost At School	Pre-school	All Staff	More awareness of challenges and needs of our students
The Wounded Student	Pre-school	Support Staff	More awareness of challenges and needs of our students
Sensory Behavior Training	Pre-school	All staff	Different techniques to use

			when working with sensory students versus EBD students.
Marzano Strategies: Examining Similarities and Differences Examining Errors In Reasoning Tracking Student Progress	Pre-school with ongoing follow ups throughout the school year during PLCs	All staff	Increased awareness of Marzano Elements and deeper understanding of how to increase student learning and learning gains



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).

We welcome families from the minute they walk in the door. It is vital that they feel welcome each time they arrive at Calvin. We provide new families the opportunity to tour the school with the administrative team, meet the teacher, behavior specialist, and social worker that will be working with their child. The AdvancED survey indicated that our parents were not aware of all the technology that is available and utilized at our school. Based on the AdvancED survey, this year during Title 1 Events we will highlight students use of technology and the technology resources we have available for student use every day at our school.

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.

We provide families with academic resources and trainings through our Title 1 program. We send home summer bags filled with academic activities to keep students from regressing over the summer. Our Title 1 trainings have focused on: journaling in reading and math, math activities for home, reading activities for home, creating bingo games to reinforce sight words, vocabulary, and math skills. Over the past three years our attendance at Title 1 events has increased steadily as evidenced by sign in sheets. We discuss each child’s academic and behavioral data at their annual IEP meetings, during 2 student led data chats, and parent conferences. Parents are also provided daily point cards reviewing the day’s behavior and academic progress.

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

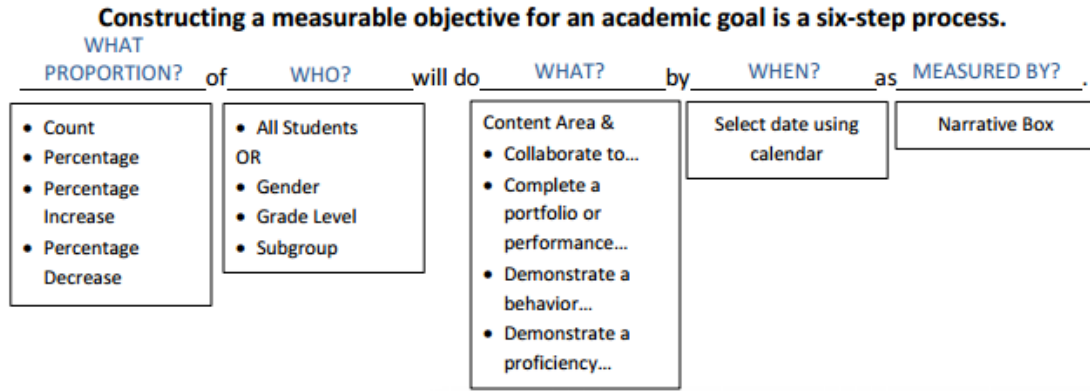
*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Students will hold data chats with their families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Create and have students maintain Data Chats books with behavioral and academic data. Students will also set goals of where they want to be by mid-year and end-of-year. Students will lead data chats twice a year, once in December at our Winter Wonderland Event, and at the end of the year during Hunsinger Highlights. We will measure if they are happening through sign in sheets and feedback forms completed by parents for the student in the Data Chat Binder. Parents will be provided a survey at each event for feedback about the data chat experience.	Classroom Teachers
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase local awareness of our school and the students/families we serve.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Meet with local agencies, attend community events, provide parents with community resources. Continue to visit family homes and neighborhood centers.	Keimig, D’Ambrosio, Social Workers
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



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: Alexandria Hartigan		
At least 20% percent of students will achieve proficiency or above on the FSA and FSAA in the area of reading by April 2017.			
Actions / Activities in Support of ELA Goal		Evidence to Measure Success	
Identify Level 1 and 2 students needing remediation Utilize research-based strategies in core instruction. Teachers will utilize Common Boards with standards and learning targets, learning scales to monitor student achievement, teachers will review and practice Marzano strategies and complete data reviews in their PLCs. Teach skills identified through formative assessments to increase reading proficiency.		All data will be reviewed at the PLC Data Chats as it becomes available with each level monthly to monitor for progress. Running records for elementary Common Assessments and Performance Matters for all levels. Utilize STAR and IRLA as formative assessments to monitor reading progress.	
Utilize Title 1 Paraprofessional to increase students' time on academic tasks in the classroom Provide reading interventions using Great Leaps		Tracking of time students spend in class versus out of class. Great Leaps data	

Mathematics Goal	Goal Manager: Sylvie Pecori		
At least 25% percent of students will achieve proficiency or above on FSA and FSAA I the area of math by April 2017.			
Actions / Activities in Support of Math Goal		Evidence to Measure Success	
Teachers will utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students		All data will be reviewed at the PLC Data Chats as it becomes available with each level monthly to monitor for progress. Teachers collect both informal and formal data regarding students' learning and provide feedback regularly to students regarding their progress	

	combined with Performance Matters and STAR formative assessments.
Teachers will have one on one data chats with students to discuss their academic progress.	Students will maintain individual data chat books enabling them to track their own progress. Students will also be encouraged to share their Data Chat Books with their check and connect, teachers, parents, and administrators.

Science Goal	Goal Manager: Heidi Steiner
At least 10% percent of students will achieve proficiency or above on the FSA, FCAT, and/or FSAA in the area of science by April 2017.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Set and communicate a purpose for learning and learning targets for each lesson. Utilize formative assessments to inform and differentiate instruction.	All data will be reviewed at the PLC Data Chats as it becomes available with each level monthly to monitor for progress. Display a Learning Scale for students to see and use to determine where they are with their own learning. Use state, district, and teacher assessments
Increase instructional rigor and the use of lab experiments (Science Lab for elementary) to enhance and increase student understanding.	Walk through data, Elementary Science Lab Pre-Post test data, Teacher formative assessment and Performance Matters.

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 School	Goal Manager: Mary Stewart-Wong
All students will be offered fruits/vegetables during lunch and at least 50% of students will increase movement by April 2017.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Provide 5-minute health lessons about the benefits of eating fruits and vegetables. Elementary teachers are utilizing Go Noodle incorporating movement in the classroom to increase time on task. Middle school students are participating in yoga activities to reduce stress and anxiety. Running Club will continue to be held once a month for elementary and school based mental health students.	Participation in Lessons, student self-reporting. Data will be collected on the number of students participating in yoga, Go Noodle, and running club.
Increase participation in the schools community garden and	Teacher data related to the use of the

physical exercise.	school garden. Student self-reporting of physical movement.
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College Readiness	Goal Manager: Douglas Keimig, Mary Canning
65% of students will utilize self advocacy skills to prepare them for post secondary settings to obtain accommodations or supports they need to be successful to enter directly into the work environment, career technical education (ex. Pinellas Technical College), or college.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Teach students how to advocate and what that means. Connect students with vocational rehabilitation services. Increase students' ability to advocate and participate in their IEP meetings.	Observation of students' self advocating Monitor number of students employed throughout the school year.
Teachers will monitor students' skills utilizing informal data and observation	Teachers will collect observational data to be reviewed at IEP meetings and during data chats.

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: D'Ambrosio
At least 25% percent of African American students will achieve proficiency in reading by April 2017.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Individual data meetings with students to review where they need to be by the end of the school year to meet proficiency.	Common Assessments and Data Chat Books
Instructional staff will begin lessons with Learning Target and identifying critical content. Instructional staff will utilize learning scales.	Walk through and observation data. Common Boards with targets Learning Scales

Subgroup Goal (ELL)	Goal Manager: D'Ambrosio
ELL students will increase their reading proficiency by 20% on the CELLA and FSA testing.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Individual data meetings with students to review where they need to be by the end of the school year to meet proficiency.	Data Chat Books, review of formative assessments with students
Monitor student progress on Common Assessments and class grades	Class grades, Performance Matters data, STAR, and IRLA

Subgroup Goal (ESE)	Goal Manager:
School goals apply to this area because our school only serves students with disabilities.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Refer to school wide goals and actions.	

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

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 K-5	Grade 6-8	Grade 9-12	Grade Select	Grade Select	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	6	15	21			42	41%
Students with attendance below 90 %	11	8	5			24	20%
Students with excessive referrals**	13	14	6			33	29%
Students with excessive course failures**	0	0	14			14	12%
Students exhibiting two or more indicators	16	27	25			68	60%

*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.
Decrease the percentage of students who have attendance of less than 90% to 15% or less by April 2017.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Child Study Team monitors student attendance and continue home visits to encourage increased attendance.	Attendance data provided by DMT
Check and Connect will encourage students to increase attendance.	Monitoring of attendance through Child Study Team

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decreasing physical aggression (Striking adults and students) by at least 50% by April 2017 will improve the overall culture and climate at our school making both students and staffs feel safer.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Sensory Training, Lost at School, Wounded Student and Trauma Informed Care trainings for staff	Decrease in referral data and staff attendance at trainings (sign in sheet)
Utilize Positive Behavior Supports, Level System, and Social Skills training for students.	Monitor student progress on Level System, Daily Point Cards, and Data Chat Books. Students completing their data binders and tracking their behavioral progress by graphing their daily points and monitoring their own level on the Level System.

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
Goal: Increase percentage of students participating in the Elementary Extended Learning Program by 10%. (Goal only applicable if funding is available)

Actions / Activities in Support of Goal	Evidence to Measure Success
Focus on increasing reading and math skills for elementary students.	Pre and Post testing

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	33	% with advanced degrees	48.5%
% receiving effective rating or higher		% first-year teachers	0%
% highly qualified (HQT)*		% with 1-5 years of experience	18.2%
% certified in-field**	100%	% with 6-14 years of experience	30.3%
% ESOL endorsed	24.2%	% with 15 or more years of experience	51.5%

*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 administrators are ultimately responsible for the recruitment and retention of highly qualified teachers. The strategies for this include: 1) Pro-actively determining units, needs, and potential vacancies, 2) Using Human Resources to identify potential candidates, 3) Creating a climate that is positive, safe, and supportive to employees so they will remain at an EBD center, 4) Using professional learning to promote a work environment that promotes retention, 5) PBS Appreciation Activities, and 6) Informative/Interactive Website and Newsletter

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Douglas	Keimig	W	Administration
Russell	Colangelo	W	Parent
Barbara	Mienik	H	Parent
Mary	Stewart-Wong	A	Social Worker
Maria	Gomes	B	Support Staff
George	Pearson	B	Parent
Keisha	Murray	B	Parent
Zenobia	Jones	B	Parent
Carmen	Newcomb	H	Parent
John	Ficca	W	Community Partner
Jalyn	McBean	B	Student
		Select	

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
We work diligently to ensure that all stakeholders are represented on the SAC Committee.	

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: August 22, 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: Douglas, Keimig, Kelly Sisco, and Marilyn Harris
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State Days / Intervals that Team meets below.
SBLT meets on Monday once a month (Chairperson – Douglas Keimig) MTSS meets 3 times per month on Tuesday afternoons (Chairpersons – Kelly Sisco and Marilyn Harris)

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 School Advisory Committee will use all its funds to support SIP goals. We will use funds to enhance curriculum that supports learning goals in reading, science, and math. Once funds are allocated we will finalize purchasing decisions aligned to reading, science, and math.
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Budget will be developed based on actual funding.
