



# School Improvement Plan SY 2018-19

## ANONA ELEMENTARY SCHOOL

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## Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



# Vision and Direction

School Improvement Plan 2018 - 19

## A. Vision and Direction

### School Profile

<b>Principal:</b>	<b>Ann Welsh</b>	<b>SAC Chair:</b>	<b>Mike Hoffman</b>
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<b>School Vision</b>	100% Student Success – Each student at Anona earns at least a 1 year learning gain
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<b>School Mission</b>	The Anona community will unite and maintain a quality academic and safe learning environment enabling each student to succeed 100%.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
447	8	21	61	31	324	2

School Grade	2018: A	2017: A	2016: B	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	63	72	75	79	77	79						
Learning Gains All	55	67	78	80								
Learning Gains L25%	36	55	66	58								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Ann	Welsh	FT	1-3 years
Equity Champion	Carrie	McNamee	FT	4-10 years
ESE	Kristen	Clanton	FT	4-10 years
Behavior Sp.	Melissa	Calder	FT	1-3 years
Climate and Culture	Stephanie	Wager	FT	4-10 years
Teacher Leader	Karen	McCord	FT	1-3 years
Teacher Leader	Mary	Bellack	FT	4-10 years
Teacher Leader	Laura	Woltil	FT	11-20 years
Teacher Leader	Sophia	Kanellopoulos	FT	11-20 years
Teacher Leader	Kathryn	Adikes	FT	1-3 years
Teacher Leader	William	Black	FT	4-10 years
<b>Total Instructional Staff:</b>	<b>40</b>		<b>Total Support Staff:</b>	<b>21</b>



## B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

**EXAMPLE THEORY OF ACTION:** If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

### 1. Priority 1: Conditions for learning – Organizing Students to Interact with Content and Utilizing Engagement Strategies

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies, which support conditions for learning, then the percent of all students proficient will increase 5% across all content areas.

### 2. Priority 2: Student-Centered with Rigor – Helping Students Engage in Cognitively Complex Tasks

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies, which support student-centered with rigor, then the percent of all students proficient will increase 5% across all content areas.

### 3. Priority 3: Formative Assessment – Using Formative Assessment to Track Progress

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support formative assessment, then the percent of all students proficient will increase 5% across all content areas.



## C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT and Literacy Leadership Team (using MTSS Framework)	All Priorities	Monitor implementation of <u>effective student engagement</u> strategies to increase student FSA proficiency (P1)	Faculty training on <u>organizing students for the purpose of engaging in learning (P1)</u>	Principal Team Leaders	Team Leaders Assistant Principal Principal	Bi-weekly on Thursday Mornings	Lesson Plans to include <u>strategies to engage</u> student in standards based learning
			Monitor implementation of <u>cognitively complex tasks to</u> increase student autonomy and rigor (P2)	Faculty training on cognitively complex tasks in PLCs and during school based PD (P2)	Principal Team Leaders	Principal Assistant Principal Team Leaders	Weekly on Tuesday morning	Teacher utilizing a variety of grouping strategies to organize and release students (P1)  Lesson plans and observational data



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			Monitor implementation of standards based <u>formative assessments</u> to increase student proficiency on grade level standards(P3)	Faculty training on a variety of <u>formative assessments</u> in all content areas (P3)	Principal Team Leaders	Principal Assistant Principal Team Leaders	Bi-weekly on Thursdays	Planned and completed student work indicating practice with <u>work aligned to Learning Targets and its academic language (P3)</u>
2.	Tier 3 Team	Priority 3	Monitor the status and progress of all <u>Tier 3 students</u>	Training for SBLT members on <u>Tier 3 support resources</u>  Diagnostic assessments	School Counselor Social Worker School Psychologist	SBLT members Principal	Bi-weekly	Observation of implementation of evidence based <u>Tier 3 instruction and accompanying On-going Progress Monitoring</u>
3.	Equity Team	Priority 1	Monitoring the status and <u>progress of students in sub groups</u>	Training for SBLT on <u>Restorative Practices</u> and accompanying support resources	School Counselor Social Worker School Psychologist	SBLT members Principal	Bi-weekly	School wide implementation of <u>Restorative Practices and School Profile dashboard</u>
4.	Child Study Team	All Priorities	Monitoring of <u>student attendance</u> and responding to timely data	Training for all staff on school wide <u>attendance processes</u>	Social Worker School Counselor	SBLT members Principal	Bi-weekly	Implementation of <u>school wide process to address attendance issues and School Profile dashboard</u>
5.	PBIS Team	All Priorities	Monitoring of <u>SWBP</u>	Training for SBLT members on <u>Restorative Practices and Guidelines for Success</u>	Social Worker School Counselor Behavior Specialist	SBLT members Principal	Bi-weekly	Implementation of <u>school wide process to address discipline and School Profile dashboard</u>



## Goals

### *Instructions*

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

**REFLECTION:** Review your data, and work through the problem-solving and gap analysis processes.

**SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

**STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

**MONITORING:** Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

**PROFESSIONAL LEARNING:** List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.





## Conditions for Learning

### A. Climate and Culture

**DATA SOURCES TO REVIEW:**

**REFLECTION (4-Step Problem-Solving):**

1. Our current level of performance in school-wide behavior is 13 students receiving ODRs. We expect our performance level to be less than 10 students receiving ODR's by June 2019.
2. The problem/gap in behavior performance is occurring because of a need for sustained efforts in Restorative Practices.
3. If ongoing professional development in Restorative Practices would occur, the problem would be reduced by creating a more inclusive culture, as evidenced by restorative practices research from IIRP.
4. We will analyze and review our data for effective implementation of our strategies monthly at our Behavior Support Team (BST) meeting.

**5. SMART GOAL:**

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The number of all students receiving ODRs will decrease from 13 students to 10 students, as measured by Office Discipline Referrals.

**6. STRATEGIES:**

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

**7. ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> <li>• Wager, McCord, McNamee, Calder</li> </ul>	<ul style="list-style-type: none"> <li>• June 18 and 19, 2018</li> </ul>
Ensure at least one staff member attends and becomes a certified Trainer of RP	<ul style="list-style-type: none"> <li>• Carrie McNamee</li> </ul>	<ul style="list-style-type: none"> <li>• July 2018</li> </ul>
Develop school-wide roll-out and development plan of RP/SEL. Coaching within PLCs	<ul style="list-style-type: none"> <li>• Wager, McCord, McNamee, Calder</li> </ul>	<ul style="list-style-type: none"> <li>• Pre School Week</li> </ul>
Conduct learning opportunities for students <ul style="list-style-type: none"> <li>• Reteach</li> <li>• New Student Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• McNamee and Calder</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-term and at the end of each grading period</li> </ul>
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> <li>• Welsh and Wager</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>
Review student and teacher data on a monthly basis for trends and next steps.	<ul style="list-style-type: none"> <li>• BST (Behavior Support Team)</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>



<p><i>Update school-wide plan when needed</i></p> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Welsh, Wager, McCord, McNamee, Calder</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>
<p>Establish clear expectations and timelines for celebrations (schoolwide &amp; grade level)</p>	<ul style="list-style-type: none"> <li>• Welsh, McCord, McNamee</li> </ul>	<ul style="list-style-type: none"> <li>• Establish clear expectations and timelines for celebrations (schoolwide &amp; grade level)</li> </ul>

### 8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

### 9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<p><u>School Based Restorative Practices Training – Introduction to Restorative Practices</u></p> <p><u>School Based Restorative Practices Training – Using Circles Effectively</u></p>	<p>All faculty 40 instructional staff</p>	<p><input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>
<p>School Based Book Study – <u>‘It’s Better than Carrots or Sticks’</u></p>	<p>All faculty</p>	<p><input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>



## B. Conditions for Learning: Attendance

### REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96.8%. We expect our performance level to be 97.8% by the end of the 2018-19 school year.
2. The problem/gap in attendance is occurring because families lack the knowledge and understanding of the importance of daily student attendance.
3. If parent education of attendance expectations and the importance of student attendance would occur, our attendance rate would increase by 1%.
4. We will analyze and review our data for effective implementation of our strategies by January 2019.

### 5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school will decrease from 9% to 7%, as measured by attendance dashboard data.

### 6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

### 7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Welsh, Wager, McNamee, SW	SBLT August
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Welsh, Wager, McNamee, SW	Fall 2018-CST bi-weekly meetings
Develop and implement attendance incentive programs and competitions.	Welsh, Wager, McNamee, SW	CST bi-weekly meetings-ongoing
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Welsh, Wager, McNamee, Teachers	Open House, conferences
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Welsh, Wager, McNamee, SW	CST bi-weekly meetings-ongoing
Utilize district attendance specialist and triage supports as needed	Welsh, Wager, McNamee, SW	ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Welsh, Wager, McNamee, Teachers, DMT	Daily-ongoing

### 8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):  Priority 1  Priority 2  Priority 3

### 9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attendance Process Overview	All Teachers and Staff	<input checked="" type="checkbox"/> Priority 1
Attendance Works site overview for teachers	SBLT to PLC's	<input checked="" type="checkbox"/> Priority 1



## A. ELA/Reading Goal

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 63% proficiency, as evidenced in FSA.
2. We expect our performance level to be 68% by May 2019.
3. The problem/gap is occurring because a lack of consistency in administering formative assessments in ELA.
4. If formative assessments were administered consistently, the problem would be reduced by 5%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students proficient will increase from 63% to 68%, as measured by FSA.

**6. STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners, which differentiates/scaffolds instruction to meet the needs of each student.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Strategically and intentionally, plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning.	Welsh, Wager and SBLT	Ongoing
Plan and execute opportunities for physical movement utilizing the culturally relevant 6 Ms (movement, mouth, monitoring with feedback, music and models) and connect physical movement to the learning.	Welsh, Wager and SBLT	Ongoing
Provide multiple opportunities for students to grapple with vocabulary across the literacy block (reading, writing, speaking and listening).	Welsh, Wager and SBLT	Ongoing
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.	Welsh, Wager and SBLT	Ongoing
Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy.	Welsh, Wager and SBLT	Ongoing
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Welsh, Wager and SBLT	Ongoing
Teachers monitor and provide feedback to students to support learning.	Welsh, Wager and SBLT	Ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth.	Welsh and Wager	Ongoing



## Subgroup Goals

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District Vocabulary Training	Instructional Staff K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Onsite, Teacher-Led, Engagement Strategies Training	Instructional Staff K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Utilize resource, "Quick Reference Guide of Kagan Structures" through One Note	Instructional Staff K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DBQ Training	Instructional Staff K-5	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Meet in PLCs, with Cross Grade-Level PLCs and collaborative planning to focus on planning complex tasks.	Instructional Staff K-5	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teacher collaboration during PLCs and collaborative planning to determine success criteria to show evidence of learning.	Instructional Staff K-5	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 75% proficiency, as evidenced in 2018 FSA scores.
2. We expect our performance level to be 80% by 2019.
3. The problem/gap is occurring because students need additional opportunities to engage in cognitively complex tasks.
4. If students were engaged more regularly in cognitively complex tasks, the problem would be reduced by 5%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving math proficiency will increase from 75% to 80%, as measured by FSA.

The percent of all students proficient will increase from 75% to 80%, as measured by FSA.

**6. STRATEGIES:** (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Support staff to utilize data to organize students to interact with content in manners that differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

**7. ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Examine a variety of organizational strategies gleaned from research-based sources such as, but not limited to, Kagan, AVID, and Marzano.	Welsh, Wager and SBLT	Ongoing
Teachers within grade levels intentionally and collaboratively plan for cognitively complex tasks	Welsh, Wager and SBLT	Ongoing
Effective Grade Level Planning to include unit planning with lessons strictly aligned to established content standards, the use of created Elementary Mathematics Learning Boards focusing on opportunities for students to provide evidence.	Welsh, Wager and SBLT	Ongoing
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Welsh, Wager and SBLT	Ongoing
Teachers monitor and provide feedback to students to support learning.	Welsh, Wager and SBLT	Ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth.	Welsh and Wager	Ongoing

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3



## Subgroup Goals

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Utilize resource, "Quick Reference Guide of Kagan Structures" through One Note.	Instructional Staff K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Opportunities for teachers to collaborate and share implemented cognitively complex tasks, and continue receiving professional development in High Yield Number Routines.  Information from Math Institute disseminated.	Instructional Staff K-5	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teacher collaboration during PLCs and collaborative planning to determine success criteria to show evidence of learning.	Instructional Staff K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Quizlet Live Training	Instructional Staff K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## C. Science Goal

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 77% proficiency, as evidenced in Florida State Assessments.
2. We expect our performance level to be 82% by 2019.
3. The problem/gap is occurring because students need additional opportunities to engage in cognitively complex tasks.
4. If students were engaged more regularly in cognitively complex tasks, the problem would be reduced by 5%.

### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students proficient will increase from 77% to 82%, as measured by Florida State Assessments.

### 6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Support staff to utilize data to organize students to interact with content in manners, which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Examine a variety of organizational strategies gleaned from research based sources such as, but not limited to, Kagan, AVID, and Marzano	Welsh, Wager and SBLT	Ongoing
Required participation for all grades in the science showcase where students generate testable hypotheses. Continuation of the Science Lab in grades 2-5 to provide students with opportunities to engage in hands-on cognitively complex tasks.	Welsh, Wager and SBLT	Ongoing
Use of Quizlet Live for vocabulary instruction.	Welsh, Wager and SBLT	Ongoing
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Welsh, Wager and SBLT	Ongoing
Teachers monitor and provide feedback to students to support learning.	Welsh, Wager and SBLT	Ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth.	Welsh and Wager	Ongoing
Using Cycle and Diagnostic data to inform academic vocabulary gaming and additional learning experiences	5 <sup>th</sup> grade teachers	Ongoing
Using Cycle and Diagnostic data to inform 3 <sup>rd</sup> /4 <sup>th</sup> grade review plan for 5 <sup>th</sup> grade students	5 <sup>th</sup> grade students	Fall semester

### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3





## Subgroup Goals

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Utilize resource, "Quick Reference Guide of Kagan Structures" through One Note.	Instructional Staff K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLC discussion of Nature of Science application opportunities.	Instructional Staff K-5	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Utilize Page Keeley probes to analyze pre and post data and learning growth.	Instructional Staff K-5	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is working towards Bronze Level, as evidenced in Alliance for a Healthier Generation.
2. We expect our performance level to be Bronze Level by May 2019.
3. The problem/gap is occurring because food sold in the café does not adhere to smart snack guidelines
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness , our school would have a great opportunity to be eligible for recognition.

**5. SMART GOALS:**

EXAMPLE: Our school will be eligible in # out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

**6. STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

NA

**7. ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Principal August 2018	August, 2018
Attend district-supported professional development Healthy School Team August 2018 – April 2019	HST	August 2018 – April 2019
Complete Healthy Schools Program Assessment Healthy School Team August 2018 – September 2018	HST	
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan Healthy School Team October 2018 – April 2019	HST	October 2018-April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 2019

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): NA

Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy School Team Training – August 2019 #19545	HST	<input type="checkbox"/>
Module A: Update the Assessment - September 2019	HST	
Module B: Complete SMART Snacks in School - September 2019	HST	
Module C: Develop and Implement Action Plan – April 2019	HST	
Module D: Update Assessment and Celebrate – April 2019	HST	



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

- 1. Our current level of performance is 100% Science proficiency and 91% math proficiency (100% in 5<sup>th</sup>, 82 % in 4<sup>th</sup>), as evidenced in SSA & FSA.
- 2. We expect our performance level to be 100% in Science and 96% in math by May of 2019.
- 3. The problem/gap is occurring because students need additional opportunities to engage in cognitively complex tasks.
- 4. If students were engaged more regularly in cognitively complex tasks, the problem would be reduced by 5%

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The percent of 4th grade students proficient on math FSA will increase from 82 % to 87%, as measured by FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use of the engineering design process while solving cognitively complex problems in preparation for the PCS STEM Expo.	Hawk/Isaacs with Black's mentorship	weekly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attend district provided STEM trainings.	Hawk and Isaacs	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

**A. Bridging the Gap with Equity for All: Black Students**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 50% proficient in ELA and 42% proficient in Mathematics, as evidenced in 2018 ELA FSA scores.
2. We expect our performance level to be 60% in both ELA and Mathematics by 2019.
3. The problem/gap is occurring because of a need to utilize diagnostic data to target the necessary interventions.
4. If diagnostic data was utilized to target necessary interventions, the number of black students proficient in ELA and Mathematics would increase to 60%

**5. SMART GOALS:**

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students proficient in ELA and Mathematics will increase from 50% in ELA and 42% in Mathematics to 60% in ELA and Mathematics, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Achievement	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Increase proficiency rates for Black students as reported by FSA scores
Advanced Coursework	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Increase the number of black students served in the gifted program
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Decrease discipline infractions of all black students
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1       Priority 2       Priority 3



# Subgroup Goals

**8. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Utilize resource, "Quick Reference Guide of Kagan Structures" through One Note.	Instructional Staff K-5 and all administrators	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## B. ESE (As appropriate, based on school data)

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 40% proficiency in ELA and 41% proficiency in Mathematics, as evidenced in 2018 FSA.
2. We expect our performance level to be 60% in ELA and 60% in Mathematics by 2019.
3. The problem/gap is occurring because of need for ESE and Gen Ed. teachers to lesson plan together utilizing data.
4. If ESE and Gen Ed, teachers lesson plan together utilizing data, the problem would be reduced by 20%.

### 5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students proficient will increase from 40% in ELA and 41% in Mathematics to 60% in ELA and Mathematics, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Choose Strategy

Choose Strategy

1. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work	Teachers	On going
Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.	Teachers	On going

2. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies):     Priority 1                       Priority 2                       Priority 3

3. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
During grade level PLCs, ESE and grade level teachers review and utilize data to plan delivery of ESE services.	ESE and Gen Ed. teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Utilize resource, "Quick Reference Guide of Kagan Structures" through One Note.	Instructional K-5	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	Conferences/student led conferences/data chats Parent Portal Agenda/phone calls/emails	Teachers/ Principal/Assistant Principal	On going
2. Provide academic tools to families in support of their students' achievement at home.	School Website Access to (ST Math/iStation) Math, Reading, Science night	Teachers/Principal/ Assistant Principal	On going
3. Purposefully involve families with opportunities for them to advocate for their students.	Parent/ Teacher conferences and meetings SAC Utilize Student Services to provide families/ parents and students with resources, tools, triage support and outside agency referrals	Teachers/Principal	On going
4. Intentionally build positive relationships with families and community partners.	Open House, Meet the Teacher, School wide Events, Mentors/Volunteers	Family & Community Liaison/Teachers/ Principal/Assistant Principal	On going

### 5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Faculty training on expectations and process to engage families.	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Staff training on accessing resources, Parent Portal, Family Engagement App, Website	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Ann	Welsh	White	Principal
Alisa	Robinson	Black	Teacher
Marissa	Knight	Black	Business/Community
Mike	Hoffman	White	Parent
Roberto	Abitua	Hispanic	Support Employee
Bill	Atkinson	White	Business/Community
Hamid	Saidi	Asian	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

## SAC COMPLIANCE

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

Yes  No, the steps being taken to meet compliance are (describe below):

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

Yes, Committee Approval Date: Click or tap to enter a date.  No





## BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

*Budgeted amounts are approximations.*

Budget Categories		Amount
<b>1.</b>	<b>Academic Support</b>	<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ [Insert amount for category]</b>
	Formative Assessment Resources - ELA	\$240
	[Insert materials on a separate row]	[Insert Amount]
<b>4.</b>	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5.</b>	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	<b>\$ [Insert amount for category]</b>
	TDE's for data grade level data chats and unit planning]	\$1,960
	[Describe categories on a separate row]	[Insert Amount]
<b>6.</b>	<b>Other (please list below)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		<b>\$2,200</b>