



School Improvement Plan SY 2018-19

AZALEA 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

A. Vision and Direction

School Profile

Principal:	Michael D Rebman	SAC Chair:	Christine Hutchings
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School Vision	100% Student Success
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School Mission	Academics + Attitude + Attendance = Excellence at Azalea Elementary
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
576	19	81	86	29	361	0

School Grade	2018:	2017:	2016:	Title I	NO
		B	A		

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	55.6	56	65.7	73	50.8	61						
Learning Gains All	44.3	45	52	63								
Learning Gains L25%	38.7	36	34.2	51								

School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Rebman	FT	4-10 years
Asst. Principal	Brenda	Butler	FT	1-3 years
Equity Champion	La Toyia	Rushing	FT	1-3 years
ESE	Racquel	Strong	FT	11-20 years
ELL	Brenda	Butler	FT	1-3 years
Climate and Culture	Erica	Posno	FT	11-20 years
Plant Operations	Brian	Denson	FT	11-20 years
Food Service Manager	Grace	Scott	FT	Less than 1 year
MTSS	Angela	Pitts	FT	11-20 years



Behavior Specialist	Krista	Willis	FT	11-20 years
Social Worker	Renee	Hazen	FT	1-3 years
KG Teacher	Bridget	Denny	FT	11-20 years
1 st Grade Teacher	La Toyia	Rushing	FT	1-3 years
2 nd grade Teacher	Candace	Reed	FT	4 – 10 years
3 rd grade Teacher	Carol	Mutert	FT	11 – 20 years
4 th grade Teacher	Danette	Valenti	FT	4 – 10 years
5 th grade Teacher	Patti	Reigle	FT	11 – 20 years
Total Instructional Staff:	10	Total Support Staff:	3	

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: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in ELA will increase from 55.6 to 60.

2. Priority 2: Climate and Culture

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students achieving proficiency will increase from 55.6 to 60.

3. Priority 3: Standards-based planning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students L25 learning gains will increase from 38.7% to 57%.



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 (using MTSS Framework)	All Priorities	Monitor instructional implementation, climate and culture and standards based planning at each grade level to increase FSA proficiency and ELA gains	Problem solve tier 1 data results Plan PLC work • Clear vision for instruction	Principal, Asst. Principal, MTSS	Same as above on page 4	2x/ month	Clear consistent vision and implementation of Marzano focused model Implementation of restorative practices including circles and SEL • Consistent and routine practice of JRGR in all classrooms KG - 5
2.	Tier 3 Problem-solving Team	All Priorities	Monitor instructional implementation, climate and culture and standards based planning at each grade level to	Problem solve tier 2 & 3 data results Plan PLC work Clear vision for instruction	Principal, Asst. Principal, MTSS	Principal, Asst. Principal, MTSS, Behavior Specialist, Social Worker, Psychologist	Weekly	• Clear consistent vision and implementation of Marzano focused model • Implementation of restorative practices



	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
			increase FSA proficiency and ELA gains	<ul style="list-style-type: none"> Focused interventions 				including circles and SEL <ul style="list-style-type: none"> Consistent and routine practice of JRGR in all classrooms KG - 5
3.	Equity Team	All Priorities	Improve the culture and climate Increase use of culturally responsive teaching strategies and planning of the strategies Ensure restorative practices are used with fidelity for SEL and content purposes	<ul style="list-style-type: none"> Modeling in staff meetings and PLC's Plan with teachers Promote teacher to teacher classroom visits to observe best RP practices 	Principal, Asst. Principal, MTSS, behavior specialist	Same as on page 4 (SBLT members)	Monthly	<ul style="list-style-type: none"> Observations Feedback from administrators Feedback from teachers Decrease in discipline referrals and office calls
4.	Child Study Team	All Priorities	Improve student tardy and daily attendance Support families Improved academics Increased school connectedness	<ul style="list-style-type: none"> Incentive/ PBS plans Tier 2 and tier 3 intervention plans Family conferences 	Social Worker	Principal, Asst. Principal, Social Worker, DMT, Attendance specialist	Bi-weekly	<ul style="list-style-type: none"> Improved academics seen in progress monitoring data Collaborative partnerships with families Students increased social emotional awareness



	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
9.	AVID Site Team	All Priorities	Improve instruction, leadership, systems and culture and climate	<ul style="list-style-type: none"> • WICOR strategies • Costa's taxonomy school wide • Notetaking • Continuous focus on college and career going culture 	AVID Site Coordinator	Principal, Asst. Principal, MTSS, gifted teacher, representative from PK – 5 teachers	Monthly	<ul style="list-style-type: none"> • Lesson planning using AVID weekly • Observations • Walkthroughs • Journal evidence of AVID notetaking • Posted evidence of Costa's and evidence on scales/ learning boards



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 32 referrals. We expect our performance level to be 16 by May 2019.
2. The problem/gap in behavior performance is occurring because lack of implementation fidelity of restorative practices
3. If restorative practices are implemented with fidelity would occur, the problem would be reduced by 50%, as evidenced by decrease discipline referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by September 2018.

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 referrals will decrease from 32 to 16, as measured by end of year referral data from school profiles.

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.

- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.

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"> • Principal, Asst. Principal, Behavior Specialist 	<ul style="list-style-type: none"> • June 20 and 21 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • Behavior Specialist 	<ul style="list-style-type: none"> • July 16-18 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • August 2018
Conduct learning opportunities.	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • Monthly
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • Monthly
Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> • Tier 3 Problem solving team 	<ul style="list-style-type: none"> • Weekly
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Behavior Specialist 	<ul style="list-style-type: none"> • Monthly



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
6 hour pre school restorative practices training	100; all staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
6 hour additional PD before October 15 th	50; Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing PLC and SIP PD; modeling in the classroom	50; Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 16% at 10% or more . We expect our performance level to be 10% at 10% or more by May 2019.
2. The problem/gap in attendance is occurring because Tier 2 and tier 3 intervention plans not occurring with fidelity .
3. If (Tier 2 and tier 3 intervention plans were occurring with fidelity) would occur, the problem would be reduced by 6%.
4. We will analyze and review our data for effective implementation of our strategies by September 2018.

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 16% to 10%, 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.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.

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?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	SBLT	Monthly
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Tier 3 Problem Solving Team	Weekly
<i>Develop and implement attendance incentive programs and competitions.</i>	Tier 3 Problem Solving Team	Weekly
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	CST	Bi-weekly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	CST	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Tier 3 Problem Solving Team; CST	Weekly; Bi-weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT; Social Worker	Daily

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
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	50; Instructional Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
<i>Develop and implement attendance incentive programs and competitions.</i>		<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is L25 learning gains is 38.7%, as evidenced in FSA ELA.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If differentiation is data driven and implemented with fidelity would occur, the problem would be reduced by 11.3%.

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 that are L25 will achieve ELA learning gains will increase from 37.8% to 50% 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 which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- 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?
Continue use of LLI and IRLA for L25%	MTSS	Ongoing
Coordinate JRGR training efforts with District staff developer	MTSS	May 2018
Organize and determine universal assessments KG - 5	Asst. Principal; MTSS	August 2018
Conduct universal assessments and make data based decisions to differentiate/ scaffold instruction	Asst. Principal; MTSS	August & December 2018, April 2019
Ongoing onsite PD with District Staff Developer to enhance staff capacity	Principal, Asst. Principal; MTSS	Ongoing
Ongoing fidelity walkthroughs Teacher to teacher observations and side by side coaching as needed	Principal, Asst. Principal; MTSS	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 opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Ongoing JRGR training efforts with District staff developer and with 1 st grade JRGR cohort trainer	50; instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Analyze and review universal assessments to make data based decisions to differentiate/ scaffold instruction	50; instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Ongoing onsite PD with District Staff Developer to enhance staff capacity	50; instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teacher to teacher observations and side by side coaching as needed	As needed	<input checked="" 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 is L25 learning gains is 34.2%, as evidenced in FSA Math.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If differentiation is data driven and implemented with fidelity would occur, the problem would be reduced by 15.8%.

5. SMART GOALS:

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

The percent of all students that are L25 will achieve Math learning gains will increase from 34.2 to 50%, 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 which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- 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?
Coordinate with Dreambox trainer to provide PD to designated teachers	Principal, Asst. Principal, MTSS	Fall and Winter
Utilize and analyze Dreambox Math program and data results	Principal, Asst. Principal, MTSS	Monthly
Utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.	Principal, Asst. Principal, MTSS	Monthly
Utilize Dreambox lessons for small group/ 1-on-1 instruction	Principal, Asst. Principal, MTSS	Monthly
Coordinate Math differential support efforts with District staff developer	Principal, Asst. Principal, MTSS	October
Correlate MAP and Dreambox results through data mining	Principal, Asst. Principal, MTSS	Monthly
Utilize data mining results to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.	Principal, Asst. Principal, MTSS	Monthly
Utilize Dreambox lessons for small group/ 1-on-1 instruction and/ or other resources (ie. CPALMS) to drive differentiation based on concept areas needing improvement	Principal, Asst. Principal, MTSS	Monthly

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
Mathematics Teacher Leader Institute (MTLI) - Cohort II	Principal, Asst. Principal, MTSS, classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Onsite PD with District Staff Developer to enhance staff capacity	50; instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teacher to teacher observations and side by side coaching as needed	As needed	<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 50.8% level 3 or above, as evidenced in FSA Science.
2. We expect our performance level to be 61% level 3 or above by May 2019.
3. The problem/gap is occurring because vocabulary review requires increased rigor.
4. If vocabulary review occurred with increased rigor would occur, the problem would be reduced by 10.2%.

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 level 3 or above will increase from 50.8% to 61%, 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 which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Strengthen staff ability to engage students in complex tasks.

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?
Coordinate with District Science coach to organize rigorous review method for 5 th grade teachers	Principal, Asst. Principal, MTSS	October
Utilize and analyze 5 th grade diagnostic assessment to drive data based decision making	Principal, Asst. Principal, MTSS	Monthly
Utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.	Principal, Asst. Principal, MTSS	Monthly
Using Cycle and Diagnostic data to inform academic vocabulary gaming and additional learning experiences. You may also want to include using Cycle and Diagnostic data to inform the academic vocabulary gaming.	Principal, Asst. Principal, MTSS	Monthly

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
Onsite PD with District Staff Developer to enhance staff capacity	5 th grade teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing data analysis with 5 th grade teachers to make data based decision making	5 th grade teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teacher to teacher observations and side by side coaching as needed	As needed	<input checked="" 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 0 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. , as evidenced in Alliance for a Healthier Generation’s Healthy Schools Program Assessment.
2. We expect our performance level to be 1 out of 6 by May 2019.
3. The problem/gap is occurring because team follow through and initiative.
4. If the team follows through and takes initiative would occur, the problem would be reduced by 1.

5. SMART GOALS:

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

The number of all students engaging in lifelong healthy habits will increase from 0 modules recognized to 1 module recognized, as measured by Alliance for a Healthier Generation’s Healthy Schools Program Assessment.

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

- Choose Strategy
- 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?
Healthy schools team meets to oversee school health and safety policies and programs.	Health School Representative; healthy school team	4 times per year
Ensure implementation of local policies to meet Bronze recognition	Health School Representative; healthy school team	4 times per year

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
Collaborate with District healthy schools representative	5; 3 rd grade teacher, 4 th grade teacher, Principal, Food service manager, PE coach	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input 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 19% level 3, 8% Level 4, 3% Level 5, as evidenced in in 2017-2018 FSA Achievement Level Scores on FSA ELA.

1. We expect our performance level to be 57% for Level 3 and above combined by 2019 50% for Level 3 and above combined by May 2019.
2. The problem/gap is occurring because students lack the fundamental reading skills teachers need targeted professional development in culturally relevant strategies, restorative practice, and advanced coursework for high achieving black students. .
3. If small group reading instruction and precise assessment measures are used holistically in all grades using Jan Richardson’s Guided Reading would occur, the problem would be reduced by 50%
4. **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

2. The percent of black students The problem/gap is occurring because lack the fundamental reading skills teachers need targeted professional development in culturally relevant strategies, restorative practice, and advanced coursework for high achieving black students. .
3. If small group reading instruction and precise assessment measures are used holistically in all grades using Jan Richardson’s Guided Reading would occur, the problem would be reduced by 50%.

The percent of black students receiving a Level 3 Achievement Score on FSA will increase from 30 percent (level 3,4,5 combined) to 57% percent combined, as measured by FSA data collected for the 2018-2019 FSA ELA school year.

5. **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"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction,	<ul style="list-style-type: none"> • Teachers will employ culturally relevant strategies in their classroom and will increase student engagement and improve proficiency levels as measured by universal assessment data. • Provide targeted professional development and coaching to entire staff on culturally relevant strategies to increase engagement and improve achievement levels for black students. • Embed character trait book of the month focused on diversity and inclusion strategy. • Utilize supports from district office to support the shifting of mindset and implementing strategies that



Subgroup Goals

	monitoring with feedback and deliberate use of cultural references in lesson plans.	<p>recognize unconscious bias, equity and excellence and cultural responsiveness</p> <ul style="list-style-type: none"> Small group reading instruction and precise assessment measures are used holistically in all grades using Jan Richardson's Guided Reading
Advanced Coursework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. <input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. 	<ul style="list-style-type: none"> Identify high performing students and embed talented curriculum and coaching from the gifted teacher during grade level PLCs to provide feedback and curriculum enhancements to move students along the continuum of rigorous learning. Increase identification of black gifted students by facilitating grade level universal screenings Monitor student outcomes on universal assessments and progress monitoring intervention data in order to meet or exceed intended learning targets.
Student Discipline	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. 	<ul style="list-style-type: none"> Use of restorative practices school-wide. Provide on the spot behavioral coaching and feedback to teachers regarding culturally relevant disciplinary practices. Develop and implement training for teachers and students on Social Emotional Learning
ESE Identification	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. 	<ul style="list-style-type: none"> Weekly PLCs with grade level teams to monitor and review data to make instructional decisions and implement interventions to use resources effectively and target students based on data indicators when compared to their like peers. Monitor early warning indicators in weekly HUB meeting and create early intervention plans utilizing PBIPs and FBAs. Monitoring of the plans and data collection will be utilized to adjust the plans every 6-8 weeks. Weekly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multitiered system in academics, behavior, and SEL,
Minority Hiring	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. 	<ul style="list-style-type: none"> Create an environment in which black students see culturally diverse staff that mirrors our 12.6% population

4. 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



Subgroup Goals

5. 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?
Provide targeted professional development and coaching to entire staff on culturally relevant strategies	La Toya Rushing	Preschool; Ongoing
Culturally Relevant AVID strand 6 M's	La Toya Rushing Diana Benton	Ongoing
Embed character trait book of the month focused on diversity	Michael Rebman	Monthly
Create a "talented" program to serve students that are not gifted but are high performing	Brenna Allen	Ongoing
Train entire staff on restorative practice	Krista Willis	August 3 rd
Monitoring of the early warning system Weekly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multitiered system	Brenda Butler Angela Pitts	Weekly

6. 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
Professional development in culturally relevant strategies, AVID, and 6 M's	50; instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice	50; instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MTSS Implementation, intervention strategies, advanced coursework for high achieving students	50; instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" 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 13% Level 3, 11% Level 4, 0% Level 5, as evidenced in 2017-2018 FSA Achievement Level Scores in ELA. .
2. We expect our performance level to be 50% on Level 3 or above by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If data driven differentiation and extensive instruction in specialized curriculum would occur, the problem would be reduced by 37%.

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 student ELA proficiency will increase from 24% to 50%, as measured by FSA ELA.

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).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

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?
Weekly PLCs with grade level teams to monitor ESE students and review data to make instructional decisions and implement interventions to use resources effectively and target students based on data indicators when compared to their like peers. PLCs will focus on learning the foundational skills they need to engage in rigorous, grade-level content	Brenda Butler Angela Pitts	Weekly PLCs
Monitor early warning indicators in weekly HUB meeting and revise plans utilizing PBIPs and FBAs. Monitoring of the plans and data collection will be utilized to adjust the plans every 6-8 weeks. Students will be taught to receive instruction designed to teach students to advocate for their academic, social and emotional needs	Krista Willis	Weekly HUB Meetings
Data Chats with ESE Teachers (resource and self-contained) to review universal and progress monitoring data on IEP goals. PLCs will focus on specialized instructional strategies as well as learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment,	Brenda Butler Angela Pitts	Weekly PLCs

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



Subgroup Goals

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
Jan Richardson Guided Reading for ESE teachers with emphasis on scaffolds needed for ASD, SLD, and LI students.	All ESE Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Coaching and feedback utilizing district resource teachers in ELA, Math, and ESE.	All ESE Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Development, coaching and feedback by district ESE personnel on the use of specialized curriculum such with an emphasis on data collection, differentiated instruction, and	All ESE Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 28% level 3, as evidenced in FSA ELA.
2. We expect our performance level to be 50% level 3 or above by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity..
4. If data driven differentiation and extensive instruction in specialized curriculum would occur, the problem would be reduced by 12%.

5. SMART GOALS:

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

The percent of ELL students ELA Proficiency will increase from 28% to 50%, as measured by FSA ELA.

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 English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- 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.
- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

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?
Weekly PLCs with grade level teams to monitor ELL students and review data to make instructional decisions and implement interventions to use resources effectively and target students based on data indicators when compared to their like peers. PLCs will focus on learning the foundational skills they need to engage in rigorous, grade-level content	Angela Pitts Brenda Butler	Weekly PLC's
Monitoring of the early warning system Weekly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multitiered system	Angela Pitts Brenda Butler	Weekly HUB meeting

8. 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

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
Ongoing use of Imagine Learning; PD to learn how to analyze and review results	50 instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

Ongoing JRGR training efforts with District staff developer and with 1 st grade JRGR cohort trainer	50 Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Analyze and review universal assessments to make data based decisions to differentiate/ scaffold instruction	50 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing onsite PD with District Staff Developer to enhance staff capacity	50 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 72% level 4 or 5 , as evidenced in 2018 FSA ELA.
2. We expect our performance level to be 80% by 2019.
3. The problem/gap is occurring because differentiation is not occurring to students' specific needs based on MAP data.
4. If individualized and data based enrichment would occur, the problem would be reduced by an 8 % increase of gifted students scoring a level 4 or 5 on the 2019 FSA

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 gifted students achieving a score of 4 or 5 on the FSA will increase from 72% to 80%, as measured by 2019 FSA ELA.

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 gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)

- 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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
Meet with general education/gifted teachers for data chats	MTSS, Principal	Following MAP assessments 3 times per school year (Fall/Winter/Spring)
Implement Reflections on Teaching Practices for the purpose of analyzing for improvement	Teachers	Monthly
Set individual student goals	Students and teachers	Quarterly

8. 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

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
Gifted Services Teacher will complete Gifted Endorsement by end of Spring term 2019.	Brenna Allen	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Inquiry/Critical Thinking Training	Faculty	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Chats	Faculty	<input 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 ?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Listening, teacher led and student led conferences Use student data to drive how families support learning at home. Building trusting relationships with families has to go beyond involvement in traditional volunteer opportunities and move to being equal partners in student academic success. Our efforts to really partner with parents need to be aligned to the Dual Capacity Building Framework for Family School Partnerships. Weekly Update AAA Achievement Celebrations 	<ul style="list-style-type: none"> Principal, classroom teacher 	<ul style="list-style-type: none"> Quarterly Weekly
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Listening, teacher led and student led conferences Website Curriculum Nights/ Events 	<ul style="list-style-type: none"> Principal, classroom teacher 	<ul style="list-style-type: none"> Quarterly Weekly
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Listening, teacher led and student led conferences Family conferences at any tier of MTSS SAC PTA 	<ul style="list-style-type: none"> Principal, classroom teacher, MTSS 	<ul style="list-style-type: none"> Quarterly Weekly Every 6 weeks Every month
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Listening, teacher led and student led conferences Family conferences at any tier of MTSS SAC PTA Mural Committee Business partner Meetings 	<ul style="list-style-type: none"> Principal, classroom teacher, MTSS 	<ul style="list-style-type: none"> Quarterly Weekly Every 6 weeks Every month

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
PTA and SAC monthly meetings	7; parents, family and community liaison, classroom teacher, Principal	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Staff to attend any or all of the following trainings- Family Friendly Schools, Collaborating for Success: High Impact Classroom Family Engagement, Dual Capacity Family Engagement Team Training	50-60 staff members	<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
Michael	Rebman	White	Principal
Brenna	Allen	Black	Teacher
Yaritza	Ramos	Hispanic	Support Employee
Christine	Hutchings	White	Parent
Saleene	Partridge	White	Parent
Cali	Swango	White	Parent
Jennifer	Kaminsky	White	Parent
Daniel	Sennett	White	Parent
Lisa	Signorelli	White	Parent
		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):

Ongoing recruitment via phone, email and face-to-face

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
1.	Academic Support	\$ 4,000
	iReady Math site licenses	\$1,500
	JRGR Kits	\$2,500
2.	Behavioral Support	\$ 500
	PBIS Incentives	\$500
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ 0.00
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ 0.00
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 0.00
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (please list below)	\$ 0.00
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 4,500.00		