School Improvement Plan
SY 2018-19

BARDMOOR ELEMENTARY SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

Table of Contents

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.

A. Vision and Direction

School Profile

Principal:	Leigh L. Brown	SAC Chair:	Leslie Morphew

School Vision	100% Student Success – each child will gain a year's growth or more each year.

School Mission	Bardmoor is committed to educate and prepare each student to be productive, well-rounded citizens.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
531	27	45	112	32	315	0

School Grade	**2018:**	**2017:** C	**2016:** C	Title I	YES

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	39	42	57	47	46	42						
Learning Gains All	36	48	61	58								
Learning Gains L25%	38	41	42	48								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Leigh	Brown	FT	4-10 years
Equity Champion	Karen	Hurd	FT	1-3 years
ESE	Samantha	Robbins	FT	4-10 years
ELL	Mark	Ruscetta	FT	1-3 years
Climate and Culture	Joanne	Mercier	FT	1-3 years
Assistant Principal	Mark	Ruscetta	FT	1-3 years
Total Instructional Staff:	**44**		**Total Support Staff:**	**16**

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 planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students that are proficient will increase from 42% to 54% in ELA.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students that are proficient will increase from 42% to 54% in ELA.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students that are proficient will increase from 42% to 54% in ELA.

4. Priority 4: Intervention Strategies for learning gains

Priority 4 Theory of Action: If we effectively implement high-leverage intervention strategies then the percentage of learning gains will increase from 36% to 57% in ELA.

5. Priority 5: Intervention Strategies for Lowest 25%

Priority 5 Theory of Action: If we effectively implement high-leverage intervention strategies then the percentage of students in lowest 25% will increase from 38% to 54%.

Continuous Improvement

1

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency.	• Participate in collaborative planning and report back to SBLT. • Train staff on the new lesson plan resources. • Provide training on more rigorous/student centered classrooms. • •	Principal	Assistance Principal, behavior specialist, school social worker, School Counselor, ESE teacher leader.	Bi-monthly on Tuesday	• Lesson plans aligned to standards, with targets and performance scales and student performance tasks that require more rigor to meet the rigor of the standard. • Walk-thru data • Discussions with teachers
2.	RTI Team	All Priorities	Same as SBLT	• Provide supports and interventions to students.	Principal	All SBLT	Bi-monthly on Tuesdays	• Meeting agenda and meeting minutes • Data from students who are receiving services.

	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
3.	Equity Team	All Priorities	To ensure that equity is addressed in planning and implementation of instruction.	• Equity Champion provided training – ongoing. •	Equity Champion	Principal, Assistant Principal, teacher leaders	Monthly, Tuesdays (1st)	• Monitoring lesson plans • Walk-through data • Discussions with teachers
4.	Child Study Team	All Priorities	To ensure that students are present to learn the standards based curriculum	• Monitoring attendance • Providing assistance to families when needed • Offering incentives to students for improving/maintaining good attendance	School Social worker	Principal, District attendance specialist, DMT	2nd and 4th Mondays	• Profiles school data showing growth/improvement
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency.	• Participate in collaborative planning and report back to SBLT. • Train staff on the new lesson plan resources. • Provide training on more rigorous/student centered classrooms. •	Principal	Principal/Assistant principal, grade level/discipline team leaders	Wednesday (4th)	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language*
6.	Literacy Leadership Team	All Priorities	Same as SBLT	•				•

	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
	(if this is the same as SBLT, please note as this does not need to be duplicated).							
7.	PBIS Team/Olweus Team	All Priorities	Monitor school-wide behavior so that students have the opportunity to access standards based curriculum	• Train staff on the school-wide behavior plan and expectations • Train staff on the school-wide behavior plan and expectations •	Assistant Principal	Principal, Behavior specialist, school social worker, school counselor, lead teacher	Monthly, Tuesdays (2nd)	• Decrease in bullying reports/ODR. • Increase in time on task for students.
8.	Family Engagement Team	All Priorities	Monitor school-wide family events to engage families in school.	•	Principal	Assistant Principal, lead teachers, PTA president	Monthly, Tuesdays (3rd)	• Increased participation in family engagement
9.	AVID Site Team	All Priorities	To give students strategies to be college and career ready.	• AVID training for staff. • TDEs for school visits • Coaching from district personnel • Supporting classrooms with materials needed.	AVID Coordinator	Administration, all teachers participating in AVID	Monthly, on Tuesday	• Meeting minutes • Walk-through evidence of implementations.

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 though 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, Measurable, 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 22 referrals from 14 students (12 boys and 2 girls). We expect our performance level to decrease to 18 or less referrals by May of 2019.
2. The problem/gap in behavior performance is occurring because boys are lacking the necessary skills to problem-solve.
3. If explicit teaching with opportunities to practice social skills would occur, the problem would be reduced by building students' social and emotional competencies as evidenced by the Collaborative for Academic, Social, and Emotional Learning research , the problem would reduce the number of referrals, as evidenced by office discipline referrals. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies monthly.

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 male students receiving referrals will decrease from 12 boys to 10 boys, as measured by the end of the year ODR data from the School Profiles Dashboard.

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 implementation engagement strategies that support the development of social and instructional teaching practices.

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	• Administration	• June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Joanne Mercier	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• SBLT	• June/July 2018
Conduct learning opportunities. • *Anger management* • *Problem solving* • *Growth Mindset*	• RP – TOT • School Counselor	• ongoing
Monitor and support staff for implementation with fidelity.	• SBLT	• ongoing

2 Conditions for Learning

Review student and teacher data on weekly basis for trends and next steps.	• SBLT	• 1st Tuesday – RTI Academics • 2nd Tuesday – RTI Behavior • 3rd Tuesday – Tier 1 academics • 4th – Tuesday Tier 1 behavior

Update school-wide plan on a monthly basis.
  • *Celebrate areas of growth*
  • *Update strategies for areas of improvement*
	• SBLT	• 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
Restorative Practice Training – 6 hours – August 6th	44 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Using Circles Effectively – 3 one hour PLCs and 3 hours on October 15th.	44 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID culture training – initial training will be during pre-school, it will continue as on going through the year as a new AVID school.	44 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 94.7%. We expect our performance level to be 96% by May 2019.
2. The problem/gap in attendance is occurring because students are not engaged in school.
3. If students are engaged in school, increased school attendance would occur, the problem would be reduced by daily attendance.
4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data.

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 14% 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 implementation of Tier 3 interventions to address and support the needs of students.

☒ Strengthen the implementation of Tier 2 interventions to address and support the needs of students.

☒ Strengthen the implementation of Tier 1 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?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Administration/School Social Worker	Monthly – faculty meetings
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	CST meetings
Develop and implement attendance incentive programs and competitions.	SBLT	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	School Social worker/Administration	Family nights, newsletters
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	CST meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	CST meetings
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administration	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
The primary goal for teachers to improve the attendance of their students is to maximize student and family engagement. All teachers will be trained to utilize appropriate attendance codes and enter attendance promptly. Teachers will be advised to enhance engagement through consistent communication with students and parents when they are absent and by immediate follow up when they return from their	Whole Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

absence(s) through e-mail, phone calls, and/or Dojo. Teachers will be trained in providing attendance incentives for students as needed and supports will be in place to maintain improved attendance. Teachers will also be trained on the District attendance policy through the Social Worker who has developed a staff training on improving attendance. Teachers will be trained to refer students of concern to the Child Study Team utilizing the CST referral process, where the team will provide additional Tier 3 supports if necessary, address barriers to attendance, and refer to additional community resources.		

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38%, as evidenced in 2018 FSA data.
2. We expect our performance level to be 54% by 2019 FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks would occur, the number of student proficiency would increase as evidenced by 2019 ELA 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 students achieving ELA proficiency will increase from 39% to 54%, as measured by 2019 FSA.
- The percentage of all student making a learning gain will increase from 36% to 57% as measured by the 2019 FSA.
- The percentage of all students in the lowest 25% making a learning gain will increase from 38% to 54% as measured by the 2019 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.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically re-reading complex text, writing, speaking and listening.	Administration, teacher leaders, AVID coordinator	Daily – in the classroom
Foster an environment of cooperation and collaboration amongst students including academic language, discussions and group projects.	Administration, teacher leaders, AVID coordinator	Daily – in the classroom
Strategically and intentionally plan and deliver instruction that is responsive and engaging to student while allowing appropriate time for students to apply their learning.	Administration, teacher leaders, AVID coordinator	Daily – in classroom and in planning
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Administration	Weekly
Utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of students.	Administration, classroom teachers	Daily
Conduct regular Professional Learning Communities inclusive of 'data chat' to review student responses to tasks and plan for instructional based on data.	Administration	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
• AVID training – summer institutes • AVID training with the staff throughout the year	• 11 teacher participants/2 administrators • Available to all staff who are looking to implement AVID strategies, but have not attended summer institute	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practice	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 57%, as evidenced in 2018 FSA.
2. We expect our performance level to be 62% by 2019 FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks would occur, the number of student proficiency would increase as evidenced by 2019 Math FSA.

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 achieving math proficiency will increase from 57% to 62%, as measured by 2019 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.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ 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?
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System and Rich Mathematical Tasks for the Curriculum Guides.	Administrator, teacher leaders and AVID coordinator	ongoing
Teachers use lesson planning tools to plan purposeful questions based on anticipated students solutions and misconceptions.	Administrator, teacher leaders and AVID coordinator	ongoing
Promote and emphasize the belief that all students are capable learners and the importance of "effort" as a key component in success.	Administrator, teacher leaders and AVID coordinator	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
Mathematics Leadership Institute Cohort 2	4 teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Rigorous Lesson from Lukas Hefty – Vertical articulation	44 instructional	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Coaching from math coach – focused on student centered with rigor	44 instructional	☐ Priority 1 ☐ Priority 2 ☐ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43%, as evidenced in 2018 SSA.
2. We expect our performance level to be 54% by 2019 SSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks would occur, the number of student proficiency would increase as evidenced by 2019 SSA.

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 achieving science proficiency will increase from 46% to 54%, as measured by 2019 SSA.

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.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
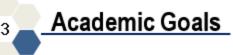
7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.	Lead teachers, administration, AVID coordinator	ongoing
Foster an environment of cooperation and collaboration amongst students including academic language, discussions and group projects.	Lead teachers, administration	ongoing
Promote and emphasize the belief that all students are capable learners and the importance of "effort" as a key component in success.	Lead teachers, administration	ongoing
The science lab will be monitored through walk-throughs and pre-post tests.	Administration	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
AVID training – summer institutes AVID training with staff throughout the year.	11 teacher participants 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practice Training	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3 out of 6 modules in bronze, as evidenced in Alliance for a Healthier Generation, Healthy Schools .

2. We expect our performance level to be 6 out of 6 for bronze by April 2019.

3. The problem/gap is occurring because lack of physical activity beyond the recommended number of minutes .

4. If our healthy schools team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. **SMART GOALS:**

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

Our school will be eligible for the bronze recognition by April 2019 as evidences 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.)*

☒ Strengthen staff ability to engage students in complex tasks.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ 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?
Assemble a Healthy Schools Team made up of a minimum of four individuals including, but not limited to: PE Teacher, classroom teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and student.	Administrator	August 2018
Attend district-supported professional development	Healthy School Team	August 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018-September 2019
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
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):

☐ Priority 1   ☐ Priority 2   ☐ Priority 3   Other

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 Schools Program Training Component 19545	Healthy School Team Members	Other Priority

Healthy School Team A: Assessment Compnent #19534	Healthy School Team Members	Other priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	Other Priority
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	Other Priority

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38% (Lowest 25%), as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 54% by 2019 ELA FSA.
3. The problem/gap is occurring because scaffolded instruction and differentiated opportunities are not consistently included in the core.
4. If scaffolded instruction and differentiated opportunities occurred consistently, the gains for students would increase by as measured by the May 2019 ISIP data.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving Level 1 in iready will decrease from 15% to 8%, as measured by FSA.

The percent of all students achieving tier 3 on ISIP will decrease from Click or tap here to enter text. to Click or tap here to enter text., as measured by May 2019 ISIP data.

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.

☐ 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?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Team leads	Ongoing
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Administration and team leads	Ongoing in PLCs

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
Data Champion training	Data champion will implement with staff.	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
MAP and ISIP data review training	Grade level PLCs.	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 10 students, as evidenced in STEM enrollment.
2. We expect our performance level to be 20 students by October 2018.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks would occur, the problem would be reduced by higher enrollment in STEM.
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 number of 5th grade students participating in STEM Academy activities will increase from 10 students to 20 students, as measured by STEM enrollment.

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.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ 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?
Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.	Lead teachers, administration, AVID coordinator	ongoing
Foster an environment of cooperation and collaboration amongst students including academic language, discussions and group projects.	Lead teachers, administration	ongoing
Promote and emphasize the belief that all students are capable learners and the importance of "effort" as a key component in success.	Lead teachers, administration	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
AVID training – summer institutes AVID training with staff throughout the year.	11 teacher participants 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practice Training	All staff	☒ Priority 1 ☒ Priority 2 ☒ 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 32%, as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 54% by 2019 ELA FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks would occur, the problem would be reduced by increasing student performance on 2019 FSA.
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 achieving ELA proficiency will increase from 32% to 54%, as measured by 2019 ELA 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	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Achievement	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☒ 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. ☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.	• The expected impact is to see increased percentage of black students that are proficient.
Advanced Coursework	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Discipline	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
ESE Identification	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Minority Hiring	☐ Choose Strategy ☐ Choose Strategy ☐ 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

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?
Extended outreach to ensure that our black students participate in extended learning opportunities.	ELP facilitator, Equity Champion and administration	ongoing
Train teachers to use data to drive lesson planning.	Data champion and administration	ongoing
Train teachers in culturally responsive (6Ms) instructional strategies.	Administration and Equity Champion	ongoing

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
Culturally Relevant training with Equity Champion	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID training – summer institutes AVID training with staff throughout the year.	11 teacher participants 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ 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 10%, as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 54% by 2019 ELA FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If students are engaged in complex tasks, the problem would be reduced by 10%.

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 achieving ELA proficiency will increase from 10% to 54%, as measured by 2019 ELA 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

10. **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?
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	Administration	End of year when completing class lists for the next year.
Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.	ESE teacher and general education teachers	ongoing

11. **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

12. **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
AVID training – summer institutes AVID training with staff throughout the year.	11 teacher participants 2 administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ 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 0%, as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 54% by 2019 ELA FSA.
3. The problem/gap is occurring because of the lack of engaging students in complex tasks.
4. If students where engaged in complex tasks, the problem would be reduced by student engagement increasing.

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 achieving ELA proficiency will increase from 0% to 54%, as measured by 2019 ELA 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 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.

☐ 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?
Provide learning opportunities for teachers and staff on the use of the WIDA Evaluation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.	administration	Ongoing in PLCs and staff trainings
Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff.	Lead teachers and administration	Ongoing

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
Have district ELL personal support staff in current ELL instructional strategies	All staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
AVID training – summer institutes AVID training with staff throughout the year.	11 teacher participants 2 administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

D. Gender (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is girls out performed boys 46% to 32% in proficiency , as evidenced in 2018 ELA FSA.
2. We expect our performance level to be boys scoring as high as girls by 2019 ELA FSA.
3. The problem/gap is occurring because of the lack of engaging students in complex tasks. .
4. If boys where engaged in complex tasks would occur, the problem would be reduced by boys being more engaged.

5. **SMART GOALS:**

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

The percent of male students achieving ELA proficiency will increase from 32% to 54%, as measured by 2019 ELA 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 gender learners and are in addition to the strategies and actions

☒ Enhance the relationship-building skills for boys.

☒ Provide a physical learning environment that is conducive for learning for both genders.

☒ Invest in the building of high expectations and growth mindset.

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?
Conflicts are regularly de-escalated and depersonalized. Consistent loop back with the student after any conflict.	School counselor, social worker, teacher	ongoing
Students can choose from a cariety of flexible seating options (stability balls, pillows, yoga mats, lap desks, bean bag, standing desks, wobble chairs, etc.), and transition to different areas of the classroom often.	Classroom teacher	ongoing
Highly effective accountability system that encourages boys to put forth their best effort personally and academically.	Classroom teacher, administration, school counselor and social worker	ongoing

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
Culturally Relevant training with Equity Champion	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID training – summer institutes AVID training with staff throughout the year.	11 teacher participants 2 administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Gender book study	Voluntary participation	☒ Priority 1 ☒ Priority 2 ☒ 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.	• Student led conferences • Parent Teacher conferences	• Whole school • Whole school	• Mid-year • Twice a year
2. Provide academic tools to families in support of their students' achievement at home.	• Curriculum Family nights	• Lead teachers	• Multiple times throughout the year.
3. Purposefully involve families with opportunities for them to advocate for their students.	• SAC/PTA •	• Administration, SAC chair and PTA president	• ongoing
4. Intentionally build positive relationships with families and community partners.	• Open door policy • School website/newsletter	• Administration/teachers • Administration/web master	• Ongoing • Ongoing

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
Hooked on Family Engagement workshop	Community Liaison, media specialist, classroom teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Collaborating Success: High Impact Classrooms	Lead teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
		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.
		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):

SAC process is concluded when all paperwork is forwarded to the Office of Strategic Partnership for review and approval for compliance.

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**	$ **[Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	**Behavioral Support**	$ **[Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	$ **1000.00**
	Student materials to support AVID	1000.00
	[Insert materials on a separate row]	[Insert Amount]
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **1500.00**
	Book for gender book study – title TBA	500.00
	TDE – school visits to support AVID	1000.00
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ **[Insert amount for category]**
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]

	[Describe each on a separate row]	[Insert Amount]
TOTAL $ **2500.00**		