



School Improvement Plan SY 2018-19

BAY VISTA FUNDAMENTAL 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:	Keila Victor	SAC Chair:	Kevin Bruni
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School Vision	100% Student Success
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School Mission	The mission of Bay Vista Fundamental is to educate all learners to become successful, productive members of society by providing a safe positive learning community.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
649	13	245	49	25	314	3

School Grade	2018: A	2017: A	2016: A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	67	69	80	78	76	64						
Learning Gains All	62	62	75	68								
Learning Gains L25%	44	49	46	71								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Keila	Victor	FT	1-3 years
Equity Champion	Bethann	Erb	FT	1-3 years
ESE	Jana	Hill	FT	4-10 years
ELL	Laura	Lindsey	FT	1-3 years
Climate and Culture	Darcy	Webb	FT	4-10 years
Media Specialist	Angie	Rudisill	FT	4-10 years
Secretary	Virginia	Smith	FT	11-20 years
Kdg Teacher	Emily	Rowe	FT	11-20 years
1 st Grade Teacher	Rachel	Baez	FT	4-10 years
2 nd Grade Teacher	Melissa	LaPointe	FT	4-10 years
3 rd Grade Teacher	Kelly	Gertsch	FT	4-10 years
4 th Grade Teacher	DeAnne	Ruffing	FT	1-3 years
5 th Grade Teacher	Denise	White	FT	4-10 years



Total Instructional Staff:	11	Total Support Staff:	1
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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: Student-Centered with Rigor

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency will increase in FSA ELA from 67% to 72% .

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 making learning gains will increase from 62% to 70% in FSA ELA.

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students making learning gains will increase from 68% to 73%.



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)	Priority 2 and 3	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	Bi-weekly instructional reports Provide instructional guidance Monitor student data	Principal	Guidance Counselor ESE teacher Curriculum Specialist School Psychologist Principal	Bi-weekly on Mondays	•
2.	Tier 3 Problem-solving Team	Priority 2 and 3	To determine the instructional needs of individual students	<ul style="list-style-type: none"> Instructional reports Individual progress monitoring tools (probes) 	<ul style="list-style-type: none"> School psychologist 	<ul style="list-style-type: none"> School Psychologist ESE Teacher School Guidance Counselor 	As scheduled based on need	Student progress is monitored for response to intervention before referrals are made to ESE programs.



	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
						<ul style="list-style-type: none"> Classroom Teacher 		
3.	Equity Team	All Priorities	<p>Improve the culture and climate</p> <p>Increase use of culturally responsive strategies and planning of the strategies</p> <p>Ensure restorative practices are used with fidelity for SEL and content purposes</p>	<ul style="list-style-type: none"> Promote teacher to teacher classroom visits to observe best practices RP practices. Model AVID CRT strategies during meetings and PLC's. 	Principal Learning Specialist	SBLT members	Monthly	<ul style="list-style-type: none"> Observations Feedback from principal Feedback from teachers Decrease in the number of students referred to IAC.
4.	Child Study Team	All Priorities	Improve student tardy and daily attendance	<ul style="list-style-type: none"> Incentives/PBS Plan 	Guidance Counselor and Social Worker	Principal, Social Worker Guidance	Bi weekly	<ul style="list-style-type: none"> Improved academics in progress monitoring data
5.	Subject Area / Grade Level Leaders (<i>Team Leaders</i>)	All Priorities	To provide an opportunity for vertical articulation throughout the school	<ul style="list-style-type: none"> Monthly discussion (vertically) about action steps and instructional practices tied to the three priorities 	Principal	<ul style="list-style-type: none"> Each grade level's team leader Guidance Counselor Media Specialist 	One scheduled Wednesday per month	<ul style="list-style-type: none"> Continual progress made toward three priorities in all grade levels Time allotted for priority discussion on agendas for meetings Meeting notes/minutes

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 5 students referred to the Intervention and Appeals Committee for behavior. We expect our performance level to be 0 students referred to IAC for behavior by May 2019.
2. The problem/gap in behavior performance is occurring because lack of implementation of fidelity of restorative practices.
3. If restorative practices are implemented with fidelity would occur, the problem would be reduced by 50%, as evidenced by number of students referred to the Intervention and Appeals Committee. *(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 black students who are referred to the Intervention and Appeals Committee will decrease from 5 to 0, as measured by school data.

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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Choose Climate and Culture Strategy

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?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Principal • Guidance Counselor • Two Teachers 	<ul style="list-style-type: none"> • June 20 and 21 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Guidance Counselor 	<ul style="list-style-type: none"> • June 4-6 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Jana Hill • Beth Erb • Keila Victor • Laura Lindsey • Amanda Bennett 	<ul style="list-style-type: none"> • August 2018
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Jana Hill • Beth Erb • Keila Victor 	<ul style="list-style-type: none"> • Monthly



	<ul style="list-style-type: none"> • Laura Lindsey • Amanda Bennett 	
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Jana Hill • Beth Erb • Keila Victor • Laura Lindsey • Amanda Bennett 	<ul style="list-style-type: none"> • Monthly
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • Tier 3 Problem solving Team 	<ul style="list-style-type: none"> • Weekly
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Principal 	<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 preschool restorative practices training	58; 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 15th	44; 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.	44; 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 4% at 10% or more. We expect our performance level to be 2% 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 (Tier2 and tier 3 intervention plans were occurring with fidelity) would occur, the problem would be reduced by 2%.
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 from 4% to 2%, 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?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	SBLT	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Tier 3 Problem Solving Team	Weekly
Develop and implement attendance incentive programs and competitions.	Tier 3 Problem Solving Team	Weekly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST	Bi-weekly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Tier 3 Problem Solving Team	Weekly; Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	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
Review attendance taking process and school wide strategies for positive attendance with all staff	44; Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Develop and implement attendance incentive programs and competitions	SBLT;11	<input checked="" 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 67% proficiency, as evidenced in FSA ELA 2018.
2. We expect our performance level to be 72% proficient as measured by FSA ELA 2019.
3. The problem/gap is occurring because of inconsistency of instructional practices within ELA blocks.
4. If our school works toward a consistent understanding of ELA instructional practices, delivered with intent, the problem would be reduced.

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 in the lowest 25% will increase from 44% 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.)*

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- 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?
Establish bottom line essentials from Reading and Writing Bill of Rights – (Teachers College).	Team Leaders Principal Curriculum Specialist	Pre-school & first weeks of school
Establish non-negotiable instructional components of ELA block - common language and understanding of these components.	Team Leaders Principal Curriculum Specialist	First months of school and ongoing
Use of videos from ELA department to build the capacity of teachers for each component of the ELA block.	All	First months of school and ongoing
Restructuring of ELA block and intervention time.	Principal Curriculum Specialist	First months of school and ongoing
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and writing tasks.	All	Ongoing throughout school 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
Video supported curriculum meetings to model components necessary for ELA block.	Curriculum Specialist Instructional personnel (44)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Training on structure and components of the ELA block.	District personnel Instructional personnel (44)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Conferring workshop and ongoing study.	Instructional personnel (44)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is L25 learning gains is 46%, as evidenced in FSA Math.
2. We expect our performance level to be 60% 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 14%.

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 46% to 60%, as measured by FSA.

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

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

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 data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.	Principal, Learning Specialist	Monthly
Analyze summative data (MAP, FSA) by individual class and across each grade level breaking down results by standard and/or domain	Principal, Learning Specialist, Classroom Teacher	Fall and Winter
Conduct data chats with students and support students with setting learning goals based on data and monitoring progress	Teacher	Fall and Winter

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	44, Instructional Staff	<input checked="" type="checkbox"/> Priority 1, 2, 3
Teacher to teacher observations and side by side coaching as needed	As needed	<input checked="" type="checkbox"/> Priority 1, 2, 3
Teachers collaborate to select and implement rigorous tasks aligned with each standard	44, Instructional Staff	<input checked="" type="checkbox"/> Priority 1, 2, 3
Teachers monitor and provide feedback to students to support learning.	44, Instructional Staff	<input checked="" type="checkbox"/> Priority 1, 2, 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 76% proficiency, as evidenced in FSA Science 2018.
2. We expect our performance level to be 81% on FSA Science 2019.
3. The gap is occurring because grade level standards based science instruction is not consistent throughout the school.
4. If standards based planning for science would occur with attention to the district provided lessons/materials, the problem would be reduced.

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 5th grade students achieving science proficiency will increase from 76% to 81%, as measured by FSA Science.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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?
Grade level PLCs will to examine new district directives, lessons, & materials for science.	Team leaders	Beginning of the year and ongoing
Grade level PLCs will discuss their grade level standards to increase knowledge of what they will be teaching in each science unit.	Team leaders	Beginning of the year and 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
Summer trainings provided by district	Classroom teachers (20)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Trainings provided by district for new textbook adoption	Classroom teachers (20)	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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, as evidenced in Alliance for a Healthier Generation’s Healthy School Program.
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 percent 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?
Complete Healthy Schools Program Assessment	Healthy School Team	October 2018-April 2019
Complete the Smart Snacks in School Documentation	Cafeteria Manager	September 2018

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	Principal, Food Services, Health and Wellness Leader, PE Coach	<input checked="" 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
		<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 10% level 3, 8% Level 4, 3% Level 5 , as evidenced in 2017-2018 FSA Achievement Level Scores on FSA Math.
2. We expect our performance level to be 40% for Level 3 and above combined by 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 19%.

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 receiving a Level 3 Achievement Scores on FSA Math will increase from 21% to 40%, as measured by FSA Math data collected for 2018-2019 school year.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Choose Strategy Choose an item. Provide professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and increase proficiency in ELA and Math. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Leaving 5th grade proficient in ELA and math places them on track to graduate.
Student Achievement	<input checked="" type="checkbox"/> Choose Strategy Provide professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and increase proficiency in ELA and Math. <input checked="" type="checkbox"/> Choose Strategy Implement culturally relevant instructional practices in classrooms (six M’s) such as music and movement, monitoring with feedback and deliberate use of cultural references in lesson plans. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Teachers will employ culturally relevant strategies in their classroom and will increase student engagement and improve proficiency levels measured by Assessment data Provide professional development and coaching to entire staff on culturally relevant strategies to increase engagement and improve proficiency levels for black students. Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness
Advanced Coursework	<input checked="" type="checkbox"/> Choose Strategy Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase identification of black gifted students by facilitating grade level universal screenings. Monitor student outcomes on assessments and progress monitoring intervention data in order to meet or exceed intended learning targets.
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.	<ul style="list-style-type: none"> Use of restorative practices school wide.



Subgroup Goals

	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Provide behavioral coaching and feedback to teachers regarding culturally relevant disciplinary practices.
ESE 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. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Weekly grade level PLC's monitor and review data to make instructional decisions and implement interventions to use resources effectively. Monitor early warning indicators and create early intervention plans using PBIP's. Monitoring of the plans and data collection will be utilized to adjust the plans.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Create an environment in which black students see culturally diverse staff that mirrors our 37% population.

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?
AVID Culturally Relevant Strategies (Six M's)	Principal	Preschool; Ongoing
Train entire staff on Restorative Practices	Guidance Counselor	Preschool; Ongoing
Monitor early warning system in Weekly PLC's through the grade level teams	Learning Specialist Team Leaders	Weekly

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
Professional Development in Culturally Relevant Strategies, AVID CRT and Six M's	44; Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice	44; Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is , as evidenced in 27% of ESE students received a Level 3, 11% received Level 4, 0 received a Level 5 on the ELA portion of the FSA .
2. We expect our performance level to be 50% of ESE students receive a Level 3 or higher on the FSA ELA by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If data driven differentiation would occur, the problem would be reduced by 50%.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency 38% 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. 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.)

- Enhance staff capacity to support ESE students through purposeful activation and transfer strategies.
- Support staff to utilize data to organize ESE students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy 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).

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use of videos from ELA Department to build capacity of teachers for each component of the ELA block.	Curriculum Specialist	August=ongoing
Restructuring of ELA block and Intervention time.	Principal Curriculum Specialist	August=ongoing
Data chats with ESE Teacher to review and progress monitoring data on IEP goals. PLC's 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.	Principal Curriculum Specialist Guidance	Quarterly

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
Professional Development from district (Christine Mont) – effective use of the ELA block and Intervention Time...	44 Instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Seeing Stars Training- Professional Development	6 Instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Conferring workshop	44 Instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 24% level 4 or 5 , as evidenced in 2018 FSA ELA.
2. We expect our performance level to be 40% by May 2019.
3. The problem/gap is occurring because inconsistent instructional practices within the ELA block.
4. If our school works toward a consistent understanding of ELA instructional practices, delivered with intent would occur, the problem would be reduced by 16%.

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 gifted students achieving a level 4 or 5 on the ELA portion of the FSA will increase from 24% to 40%, as measured by FSA.

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

- Enhance staff capacity to support gifted students through purposeful activation transfer strategies.
- Support staff to utilize data to organize students to interact with content in manners which differentiation/scaffolds instruction to meet the needs of each student.
- 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?
Use of videos from ELA department to build capacity of teachers for each component of the ELA block.	Curriculum Specialist	August-ongoing
Restructuring of ELA block and Intervention Time	Principal Curriculum Specialist	August- ongoing
Meet with general education/ gifted teachers for data chats	Principal Guidance Curriculum Specialist	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 Micro Credential Certification	10, Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Development, coaching and feedback utilizing district resources in ELA.	Instructional Staff (44)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> • Student led and Teacher led conferences three times a year to instruct families on how to use the new Personal Learning Pathways Program to individualize instruction and fill in academic gaps. • Weekly Messages, Newsletters and Required Monthly Meetings 	<ul style="list-style-type: none"> • Principal • Classroom Teacher 	<ul style="list-style-type: none"> • Monthly • 3 Times a year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Curriculum Nights to assist with ways families will support academic success of students. • Website • Student led and Teacher led conferences 	<ul style="list-style-type: none"> • Principal • Classroom Teacher 	<ul style="list-style-type: none"> • Monthly • 3 times a year
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • Required monthly meetings • Required conferences (3 times a year) • PTA meetings 	<ul style="list-style-type: none"> • Principal • Classroom Teacher 	<ul style="list-style-type: none"> • Monthly • 3 times a year
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> • Teacher led and student led conferences. • PTA • SAC • Required monthly meetings 	<ul style="list-style-type: none"> • Principal • Classroom Teacher 	<ul style="list-style-type: none"> • Monthly • 3 times a year

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
Required Monthly Meetings PTA Meetings SAC Meetings	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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Keila	Victor	Black	Principal
Kevin	Bruni	White	Parent
Clemmye	Barnes	Black	Business/Community
Elizabeth	Magro	White	Parent
Christine	Santana	Hispanic	Parent
Sonya	Allen-Harris	Black	Parent
Emily	Rowe	White	Teacher
Doug	Franzese	White	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

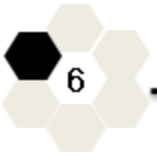
SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

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

Budget Categories		Amount
1. Academic Support		\$ [Insert amount for category]
	iReady Math site licenses	11500
	[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		\$ [Insert amount for category]
	[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.)		\$ [Insert amount for category]
	[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.)		\$ [Insert amount for category]
	TDE's for Professional Development and Teacher Planning	1500.00
	Reading Coach Training for 1 st and 2 nd Grade Teacher	500]
6. Other (please list below)		\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [3500.00]		