



# School Improvement Plan SY 2018-19

## BEAR CREEK 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.



## A. Vision and Direction

### School Profile

<b>Principal:</b>	Willette Houston	<b>SAC Chair:</b>	Lily Geiring
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	Bear Creek Elementary provides all children with a challenging, high-quality education for their academic and vocational success.
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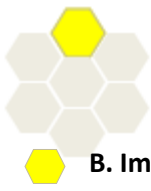
### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
385	3	215	27	13	126	1

<b>School Grade</b>	<b>2018:</b> C	<b>2017:</b> A	<b>2016:</b> C	<b>Title I</b>	YES
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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 %
<b>Proficiency All</b>	36	47	54	61	45	54						
<b>Learning Gains All</b>	38	68	49	79								
<b>Learning Gains L25%</b>	36	71	39	73								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Willette	Houston		
Equity Champion	Tarsha Kathryn	Hagan Raiola		
ESE	Melissa	Shible		
ELL	Nikishia	Dixon		
Climate and Culture	Sharon	Johnson-Levy		
MTSS Coach	Claudine	Kwiatkowski		
Guidance	Sharon	Johnson-Levy		
Social Worker	Marcia	Youngerman		
Math Coach	Carybeth	Hobbs		
Literacy Coach	TBD			
ESE	Mary	Krenitsky		
<b>Total Instructional Staff:</b>	<b>31</b>		<b>Total Support Staff:</b>	<b>36</b>



## B. Improvement Priorities

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

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

### 1. Priority 1: Standards-based instruction

#### Priority 1 Theory of Action:

If we effectively implement high-leverage strategies which support ELA standards-based instruction , then the percent of all students achieving proficiency in ELA will increase from 36% to 57%

If we effectively implement high-leverage strategies which support standards-based mathematics instruction , then the percent of all students achieving proficiency in mathematics will increase from 54% to 60%

If we effectively implement high-leverage strategies which support standards-based science instruction , then the percent of all students achieving proficiency in science will increase from 45% to 63%

### 2. Priority 2: Data Informed Decisions

#### Priority 2 Theory of Action:

If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students making learning gains in ELA will increase from 38% to 57%

If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students making learning gains in mathematics will increase from 49% to 68%

### 3. Priority 3: Professional Development

#### Priority 3 Theory of Action:

If we provide instructional staff members with Professional Development on the implementation of ELA high-leverage strategies, then the percent of all students achieving ELA proficiency will increase from 36% to 57%

If we provide instructional staff members with Professional Development on the implementation of mathematics high-leverage strategies, then the percent of all students achieving mathematics proficiency will increase from 54% to 60%

If we provide instructional staff members with Professional Development on the implementation of science high-leverage strategies, then the percent of all students achieving science proficiency will increase from 45% to 63%



## C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Plan and monitor supports for students who are struggling academically or need additional layers of behavior support.	<ul style="list-style-type: none"> <li>Weekly meeting to disaggregate data and identify students</li> <li>Facilitate the problem solving process to implement intervention strategies</li> </ul>	Principal-Houston	Asst. Principal-Dixon Rdg. Coach-Wayman Math Coach-Hobbs Social Worker-Youngerman Guidance-Johnson-Levy ESE/SLP -Capen, Shible, Krenitsky Psychologist-Reed Grade Level Rep.	Weekly on Tuesdays	<ul style="list-style-type: none"> <li>Weekly Meeting Agenda</li> <li>Progress Monitoring Data</li> </ul>
2.	Tier 3 Problem-solving Team	All Priorities	Monitor instructional implementation of standards-based instruction to increase student FSA proficiency	<ul style="list-style-type: none"> <li>Formative Assessment Data Review/Data Chats</li> <li>PD on Tier 3 Interventions</li> </ul>	Principal-Houston	Psychologist - Reed Social Worker-Youngerman Guidance-Johnson-Levy	Weekly-Thursday	<ul style="list-style-type: none"> <li>Weekly Meeting Agenda</li> <li>Progress Monitoring Data</li> </ul>



	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	Monitor implementation of CRT practices to increase student FSA proficiency	<ul style="list-style-type: none"> <li>• PD on AVID/CRT</li> <li>• Weekly Walkthrough Feedback</li> </ul>	Equity Champions- Hagan, Dixon, Raiola/ Leadership Team	All Staff	Monthly	<ul style="list-style-type: none"> <li>• Staff Meeting Agenda</li> <li>• Rigor walk data</li> <li>• Weekly walkthrough feedback</li> </ul>
4.	Child Study Team	All Priorities	Monitor EWS data to increase student attendance	<ul style="list-style-type: none"> <li>• Implement Check and Connect</li> <li>• Facilitate monthly attendance incentives</li> </ul>	Social Worker- Marsha Youngerman	Principal- Houston DMT- Al'As-Ad Attendance Specialist- Patti Hill	Bi-Weekly- Every other Friday @1:30	<ul style="list-style-type: none"> <li>• CST Meeting Minutes</li> </ul>
5.	Math SIP Team	All Priorities	Plan and develop instructional supports for the implementation of standards-based instruction in Math	<ul style="list-style-type: none"> <li>• PD for teachers</li> <li>• Training for parents to support at home</li> </ul>	Math Coach/Team Chair Carybeth Hobbs Jessica Black-McMahon	Classroom Teachers	Monthly- 1 <sup>st</sup> Wed.	<ul style="list-style-type: none"> <li>• SIP Team Meeting Agenda/Minutes</li> </ul>
	Science SIP Team	All Priorities	Plan and develop instructional supports for the implementation of standards-based instruction in Science	<ul style="list-style-type: none"> <li>• Implementation of Maker Space</li> <li>• PD for teachers</li> <li>• Training for parents to support at home</li> </ul>	Team Chair- Kristin Goodwin Rachel Matacchiero	Classroom Teachers	Monthly- 1 <sup>st</sup> Wed.	<ul style="list-style-type: none"> <li>• SIP Team Meeting Agenda/Minutes</li> <li>• Maker Space Schedule</li> </ul>
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not</i>	All Priorities	Monitor instructional implementation of standards-based instruction to increase student FSA proficiency	<ul style="list-style-type: none"> <li>• PD for teachers</li> <li>• Training for parents to support at home</li> </ul>	Literacy Coach- Wayman	Classroom Teachers	Monthly- 1 <sup>st</sup> Wed.	<ul style="list-style-type: none"> <li>• Literacy Plan</li> <li>• LLT Meeting Agenda/Minutes</li> </ul>



# Continuous Improvement

	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>need to be duplicated).</i>							
7.	PBIS Team (see RIT Team below)	All Priorities		•				•
8.	Family Engagement Team	All Priorities		•				•
9.	RIT Team	All Priorities	Roll-out implementation of Restorative Practices	<ul style="list-style-type: none"> <li>• PD for all staff</li> <li>• Restorative Circles</li> <li>• Morning Meetings</li> <li>• Content Circles</li> </ul>	Guidance-Sharon Johnson-Levy	Principal-Hosuton Social Worker-Youngerman	Pre-school, ongoing	<ul style="list-style-type: none"> <li>• PD Agenda</li> <li>• Faculty Meeting Agendas</li> </ul>
10.	AVID	All Priorities	Monitor implementation of AVID strategies to increase student FSA proficiency	<ul style="list-style-type: none"> <li>• PD for teachers</li> <li>• Student-Led Conferences</li> </ul>	Emily Miranda	3-5 Classroom Teachers	Pre-school, ongoing	<ul style="list-style-type: none"> <li>• Standards-Based Planning Minutes</li> <li>• Lesson Plans aligned to standards that include AVID strategies</li> </ul>
11.	STEM Integration	All Priorities	Monitor instructional implementation of standards based instruction including STEM Integration	<ul style="list-style-type: none"> <li>• PD for teachers</li> <li>• Maker Space</li> </ul>	Asst. Principal Science SIP Team	Classroom Teachers	Pre-school, ongoing	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards</li> <li>• Grade Level STEM Integration plans</li> </ul>



## 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 14.8 referral risk rate. We expect our performance level to be decreased by 20% (11.84).
2. The problem/gap in behavior performance is occurring because of a lack of Problem Solving over Tier 2 Social Emotional Interventions.
3. Through the implementation of Restorative Practices, SEL, and Culturally Relevant Teaching Practices, the problem would be reduced to a more equitable risk rate, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by meeting bi-weekly to analyze data, identify progress and areas in need of improvement.

**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 percent of black students receiving referrals will decrease from 79% to 59%, as measured by the referral risk rate.

**6. STRATEGIES:**

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

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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• RIT Team/SBLT	• July 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Sharon Johnson-Levy	• July 2018
Develop school-wide roll-out and development plan of RP/SEL.	• RIT Team/SBLT	• July 2018
Conduct learning opportunities.	• RIT Team/SBLT	• Ongoing
Monitor and support staff for implementation with fidelity.	• RIT Team/SBLT	• Ongoing
Review student and teacher data on weekly basis for trends and next steps.	• School Psychologist	• Weekly- Thursdays
Provide opportunities to share data with staff and collect faculty input monthly	• RIT Team/SBLT	• Monthly- 4 <sup>th</sup> Wed.
Update school-wide plan on a monthly basis.	• Sharon Johnson-Levy	• Monthly



<ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>		
<i>Conduct Learning Opportunities</i> <ul style="list-style-type: none"> <li>• Lesson Plans to teach expected social behaviors directly to all students in classrooms will be created and discussed in PLC's.</li> </ul>	<ul style="list-style-type: none"> <li>• RIT Team/SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly- 4th Wed.</li> </ul>
<i>Increased use of morning meetings and community building circles that develop relationships to prevent problem behaviors.</i>	<ul style="list-style-type: none"> <li>• RIT Team/SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Implementation of instructional strategies from AVID CRT used to increase engagement of diverse learners.	<ul style="list-style-type: none"> <li>• RIT Team/SBLT/AVID</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

### 8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices/Circles- Implementing Restorative Practices to build student/student, teacher/student, and teacher/parent relationships; using circles to restore broken relationships and build classroom communities in which students feel valued.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID/CRT- Using AVID strategies (WICOR) to engage students in Culturally Relevant Teaching	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Morning Meeting –Implementing morning meetings to build the culture of the classroom.	All Classroom Teachers	<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 20%. We expect our performance level to be decreased by 50% (10% or less of students missing 10% or more days of school).
2. The problem/gap in attendance is occurring because of a lack of awareness that student attendance has a direct correlation to student achievement.
3. Through the implementation of Check and Connect and celebrating student attendance , the problem would be reduced by an increase in student attendance to the expected level (90%).
4. We will analyze and review our data for effective implementation of our strategies by implementing our Child Study Team Meeting bi-monthly.

### 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 that 10% of school will decrease from 20% to 10%, as measured by our attendance dashboard data.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Child Study Team	August 2018-Pre-school
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Marcia Youngerman	June 2018
<i>Develop and implement attendance incentive programs and competitions.</i>	Marcia Youngerman	August 2018, ongoing
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	SBLT/Principal	Weekly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Child-Study Team	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Child Study Team	Bi-weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Nina Al-As'Ad	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
Check and Connect	Marcia Youngerman Nikishia Dixon Sharon Johnson-Levy Mary Krenitsky	<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 36%, as evidenced in 2018 FSA Data.
2. We expect our performance level to be 57% by end of the 2018-2019 school year.
3. The problem/gap is occurring because instruction is not aligned to meet the level of rigor necessary for students to meet or exceed state ELA expectations.
4. If effective planning would occur, the problem would be reduced by a 21% increase in the student proficiency rate.

**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 3-5 students achieving ELA proficiency will increase from 36% to 57%, as measured by the FSA ELA Assessment.
- The percent of L25 students achieving ELA proficiency will increase from 36% to 50%, as measured by the FSA ELA Assessment.
- The percent of all 3-5 students making learning gains will increase from 38% to 70%, as measured by the FSA ELA Assessment.
- The percent of K-2 students achieving ELA proficiency will increase from 33% to 51%, as measured by the Spring MAP Assessment.

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

- Strengthen staff ability to plan standards-based, complex tasks.
- Strengthen staff ability to align instruction to meet the depth of knowledge required by the Florida Standards.
- Strengthen staff ability to check for understanding throughout lesson and units.
- Support staff to utilize data to plan for differentiation, intervention, and scaffold instruction to increase student achievement.
- Strengthen staff ability to provide guidance to groups as they process and learn together.
- Teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction.

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

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Standards-Based PLCs with Content Coaches	Content Coaches	Weekly
Vertical Articulation	Leadership, Teacher Leaders	Quarterly
Collaborative Planning	Team Leaders	Weekly
Instructional Rounds	Leadership	Quarterly
Weekly Lesson Plan Reviews/Walkthroughs with Feedback	Leadership	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
Embedded Coaching	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
LSI Rigor Implementation	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
JRGR /LLI	Classroom Teachers and Paraeducators	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teachers College Reading and Writing Institute	Administrators, Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Standards Institute	Administrators, ELA Teachers, and Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ASCD	Administrators, Classroom Teachers, and Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## B. Mathematics Goal

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 54%, as evidenced in 2018 FSA Data.
2. We expect our performance level to be 60% by end of the 2018-2019 school year.
3. The problem/gap is occurring because instruction is not aligned to meet the level of rigor necessary for students to meet or exceed state Math expectations.
4. If effective planning would occur, the problem would be reduced by a 6% increase in the student proficiency rate.

**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 3-5 students achieving math proficiency will increase from 54% to 60%, as measured by FSA Math Assessment.
- The percent of L25 students achieving math proficiency will increase from 39% to 55%, as measured by the FSA Math Assessment.
- The percent of all 3-5 students making learning gains will increase from 38% to 70%, as measured by the FSA Math Assessment.
- The percent of K-2 students achieving Math proficiency will increase from 36% to 51%, as measured by the Spring MAP Assessment.

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

- Strengthen staff ability to plan standards-based, complex tasks.
- Strengthen staff ability to align instruction to meet the depth of knowledge required by the Florida Standards.
- Strengthen staff ability to check for understanding throughout lesson and units.
- Support staff to utilize data to plan for differentiation, intervention, and scaffold instruction to increase student achievement.
- Strengthen staff ability to provide guidance to groups as they process and learn together.
- Teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction.

**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?
Standards-Based PLCs with Content Coaches	Content Coaches	Weekly
Vertical Articulation	Leadership, Teacher Leaders	Quarterly
Collaborative Planning	Team Leaders	Weekly
Instructional Rounds	Leadership	Quarterly
Weekly Lesson Plan Reviews/Walkthroughs with Feedback	Leadership	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
Embedded Coaching	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
LSI Rigor Implementation	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math Teacher as Leaders Institute	Administrators and Teacher Leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Study	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
FCTM/NCTM	Administrators, Classroom Teachers, and Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ASCD	Administrators, Classroom Teachers, and Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





## C. Science Goal

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 45% proficient, as evidenced in 2018 SSA Data.
2. We expect our performance level to be 63% by end of 2018-2019 school year.
3. The problem/gap is occurring because instruction is not aligned to meet the level of rigor necessary for students to meet or exceed state science expectations.
4. If effective planning would occur, the problem would be reduced by a 18% increase in the student proficiency rate.

**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 45% to 63%, as measured by SSA.

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

- Strengthen staff ability to plan standards-based, complex tasks.
- Strengthen staff ability to align instruction to meet the depth of knowledge required by the Florida Standards.
- Strengthen staff ability to check for understanding throughout lesson and units.
- Support staff to utilize data to plan for differentiation, intervention, and scaffold instruction to increase student achievement.
- Strengthen staff ability to provide guidance to groups as they process and learn together.
- Teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction.

**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?
Standards-Based PLCs with Content Coach/Learning Specialist	Content Coach/LS	Monthly
Collaborative Planning	Team leaders	Weekly
STEM Integration/ Maker Space	Team Leaders	Monthly
Weekly Lesson Plan Reviews/Walkthroughs with Feedback	Leadership	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
Embedded Coaching with District Science Coach (Just in Time)	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
LSI Rigor Implementation	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



# Academic Goals

NSTA/STEAM	Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ASCD	Administrators, Classroom Teachers, and Coach	<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 working toward Bronze Level, as evidenced in Alliance for a Healthier Generation's Healthy School Program.
2. We expect our performance level to be Bronze (4 out of 6 Assessment Modules) by end of the 2018-2019 school year.
3. The problem/gap is occurring because of a lack of staff participation to complete the assessment modules and develop an action plan for improvement.
4. If staff were provided with opportunities to participate in health assessment modules and the development of an action plan, the problem would be reduced by reaching the Bronze Level Recognition.
5. **SMART GOALS:** Our goal is to achieve 4 out of 6 Assessment Modules by the end of the 2018-2019 school year as measured by the Alliance for a Healthier Generation Healthy School Program.

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

- Healthy school team will develop an action plan to ensure that 75% of the staff meets the Bronze Level
- Wellness coach will monitor school-wide Bronze status
- 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?
Identify Healthy School initiatives	Health & Wellness Team	
Host school-wide health fair	Wellness Coach	
Host school-wide screening	Wellness Coach	

**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
		<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
		<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 28%, as evidenced in FSA ELA Data.
2. We expect our performance level to be 34% by end of the 2018-2019 school year.
3. The problem/gap is occurring because of the lack of intentional planning for culturally relevant instructional practices.
4. If teachers would intentionally plan to use culturally relevant instructional practices, the problem would be reduced by closing the achievement gap by 6%.

**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 28% to 34%, as measured by FSA ELA Assessment.

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
Student Achievement	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.	•
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Discipline	<input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	•
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•



# Subgroup Goals

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?
Standards-Based PLCs with Content Coach	Content Coach	Weekly
Collaborative Planning	Team Leaders	Weekly
Weekly Lesson Plan Reviews/Walkthroughs with Feedback	Leadership	Weekly
Implementation of CRT Instructional Practices throughout content	AVID Team	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
AVID-CRT	AVID Team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equity in Education	Equity Team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Institute	AVID Team	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 9%, as evidenced in FSA ELA Assessment.
2. We expect our performance level to be 51% by end of the 2018-2019 school year.
3. The problem/gap is occurring because instruction is not differentiated to meet the varying needs of ESE students.
4. If teachers would differentiate their instruction and intentionally plan for ESE students to be engaged in rigorous tasks, the problem would be reduced by closing the achievement gap of our ESE students by 42%.

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 9% to 51%, as measured by FSA ELA Assessment.

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).
- Strengthen staff ability to plan standards-based, complex tasks.
- Support staff to utilize data to plan for differentiation, intervention, and scaffold instruction to increase student achievement.

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?
Standards-Based PLCs with Content Coach	Content Coach	Weekly
Collaborative Planning	Team Leaders	Weekly
Weekly Lesson Plan Reviews/Walkthroughs with Feedback	Leadership	Weekly

2. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
LSI Rigor Implementation		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2
Embedded Coaching		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2
Visualization		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading 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"> <li>Send a weekly message to parents about school happenings</li> <li>Facilitate parent/teacher conference night</li> </ul>	<ul style="list-style-type: none"> <li>Willette Houston</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly, ongoing</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Host family nights centered around each content area.</li> <li>Host FSA Support Night to provide parents with resources to support their students at home</li> </ul>	<ul style="list-style-type: none"> <li>SIP/Content Area Committee</li> <li>Nikishia Dixon</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
4. Intentionally build positive relationships with families and community partners.	Solicit the community to provide mentorships for students.	<ul style="list-style-type: none"> <li>Karen Norton</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

### 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
Family Engagement Conference	PTA/SAC Memembers	<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



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Lily	Geiring	Asian	Parent
Willette	Houston	Black	Principal
Nikishia	Dixon	Black	Other Instructional Employee
Delores	Wesley	Black	Business/Community
Anne	Griffin	White	Business/Community
Jessica	McMahon	White	Teacher
Stacey	Montgomery	White	Teacher
Naketta	Bullard	Black	Business/Community
Claudine	Kwiatkowski	White	Other Instructional Employee
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

## SAC COMPLIANCE

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

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

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

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





## BUDGET / SIP FUNDS

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

Budget Categories		Amount
<b>1. Academic Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2. Behavioral Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3. Materials and Supplies</b>		<b>\$ [Insert amount for category]</b>
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>		<b>\$ [Insert amount for category]</b>
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
<b>6. Other (please list below)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]



# Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		