School Improvement Plan
SY 2018-19

BELCHER 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

Principal:	Lisa K. Roth	SAC Chair:	Keith Werling

School Vision	100% Student Success

School Mission	Believe – Act-Achieve; Believe that all students can learn and Act on those beliefs so that all children can Achieve at their highest level.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
704	23	67	174	23	415	2

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	43	59	56	61	61	56						
Learning Gains All	44	55	55	67								
Learning Gains L25%	46	44	25	56								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Roth	FT	11-20 years
Equity Champion	Celeste	Roche	FT	4-10 years
ESE	Mary	Fifer	FT	20+ years
ELL	Pasqua	Muldoon	FT	11-20 years
Climate and Culture	Joshua	Parker	FT	4-10 years
Assistant Principal	Gina	Owens	FT	4-10 years
MTSS Coach	TBD		FT	
Social Worker	Anna	Athanasatos	FT	1-3 years
Behavior Specialist	Scott	Kanehl	FT	11-20 years
Guidance Counselor	Sherrie	Cousineau	FT	4-10 years
Total Instructional Staff:	55	Total Support Staff:	36	

⬡ **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. **1. Priority 1**: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 43% to 65 %.

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 achieving proficiency will increase from 43% to 65%.

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving proficiency will increase from 43% to 65%.

C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor implementation of grade-level standards to increase student FSA proficiency.	• Weekly meetings to review instructional reports. • Create a calendar of topics for discussion.	Principal	Principal Assistant Prin. ELL, ESE reps Social Worker Guidance Behavior Spec Equity Champ IIRP trainer MTSS Coach	Weekly on Mondays	• Minutes from meetings available for staff with instructional reports of staff/student progress included. • Calendar of topics for discussion • Lesson plans
2.	Tier 3 Problem-solving Team	Priority 1	Monitor and manage implementation of intensive interventions for fidelity and improvement.	• Meet monthly to review instructional data reports, OPM data and update PSWs. • Conduct classroom fidelity checks.	MTSS Coach	Principal Assistant Prin. MTSS Coach ESE rep. ELL rep.	Monthly	• Fidelity checks completed • OPM data collected and reviewed • PSWs revised and data indicates
3.	Culture & Climate	Priority 3	Monitor implementation of	• Plan and implement	Equity Champ	Principal Assistant Prin.	Monthly	• Completed surveys • Completed PD

	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
			District Equity initiative, implementation & fidelity of PBIS and Boy's Study project for fidelity.	preschool trainings in restorative practice • Meet monthly to plan next steps and PD for staff. • Regularly survey staff for input.		Equity Champ Teacher rep ELL rep. IIRP trainer		• Classroom observations • Lesson plans • Reduced gap in subgroup discipline data.
4.	Child Study Team	Priority 3	Monitor attendance for student body to improve overall attendance averages.	• Meet bi-monthly to track student attendance data and plan attendance initiatives to increase attendance school wide.	Social Worker	Principal Assistant Prin. Social Worker DMT	Bi-monthly on Tuesdays at 10 am.	•
5.	Math SIP Team	All Priorities	Monitor implementation of grade-level math standards to increase student FSA proficiency.	• Plan PD for PLCs on topics such as lesson planning and increasing rigor. • Review Math data	Goal Manager	Member of each grade level team	Monthly	• Meeting notes • Monitoring student math data • Supports and interventions for at risk students • Lesson plans • PD calendars • Observations
6.	ELA/Writing/Literacy Leadership Team	Priority 2	Monitor instructional implementation of grade level ELA	• Review ELA data • Discussions of current	Goal Manager	Administrator , MTSS coach, a member of	Monthly	• Meeting notes • Monitoring student math data

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			standards to increase student FSA proficiency	strategies and best practices		each grade level team		• Supports and interventions for at risk students • Lesson plans • PD Calendars • Observations
8.	Family Engagement Team	Priority 3	Plan and implement family engagement activities to increase parent and community participation	• Plan a parent and family engagement calendar for the year • Plan monthly events	Guidance Counselor	Guidance Counselor Gr Level reps Parent rep	Monthly	• Sign-in sheets • AdvancEd survey results
9.	Science SIP Team	All Priorities	Monitor instructional implementation of grade level Science standards to increase student NGSS proficiency	• Review science data • Discussions of current strategies and best practices	Goal Manager	Administrator, MTSS coach, a member of each grade level team	Monthly	• Meeting notes • Monitoring student science data • Supports and interventions for at risk students • Lesson plans • PD Calendars • Observations

Goals

Instructions

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

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

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

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

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

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

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

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

Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 80 referrals received by 44 students. We expect our performance level to be improved through a 50% reduction of discipline referrals [ ] the end of the 2018/19 school year

2. The problem/gap in behavior performance is occurring because inconsistent implementation of the Restorative Practices with the commitment of the staff.

3. If fidelity of the implementation of restorative practices would occur, the problem would be reduced by the creation of a positive school environment, as evidenced by restorative practices research from IIRP. (*include data to validate your hypothesis*.)

4. We will analyze and review our data for effective implementation of our strategies by reviewing discipline data through SBLT and MTSS meeting and make appropriate decision based on the data.

5. **SMART GOAL:**

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

The number of all students receiving discipline referrals will decrease from a total of 80 referrals to less than 40 referrals, as measured by school profiles report.

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.

☒ 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	• Lisa Roth	• 6/11/18-6/13/18
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Josh Parker	• Summer 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Josh Parker	• 8/6/18 & 8/8/18
Conduct learning opportunities.	• Josh Parker	• Ongoing 2018/19
Monitor and support staff for implementation with fidelity.	• Lisa Roth and Gina Owens	• Ongoing 2018/19

Review student and teacher data on weekly basis for trends and next steps.	• Lisa Roth and Gina Owens	• Monthly MTSS meetings and SBLT meetings
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Lisa Roth and Gina Owens	• Monthly
Clearly define the roles for each SBLT member to conduct Problem Solving for Universal Screening: academics, attendance and behavior.	• Lisa Roth and Gina Owens	• 8/13/18
Lesson plans to teach expected social behaviors directly to all students in the classroom will be created and discussed in PLCs.	• Josh Parker	• 8/8/18

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	Heidi Baird- Teacher Anne Fox- Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practices- Train the Trainer	Josh Parker, EBD Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Safe Teams PD	Scott Kanehl- Behavior Specialist Sherrie Cousineau- Guidance Counselor Gina Owens- Asst. Principal Lisa Roth- Principal	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Introduction to Restorative Practices and Using Circles Effectively	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

⬡ **B. Conditions for Learning: Attendance**

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 89.4%. We expect our performance level to be increased by 5%.
2. The problem/gap in attendance is occurring because 21% of students are absent more than 10% of school days.
3. If an increase in the percentage of student attendance would occur, the problem would be reduced by a minimum of 5% of students being absent.
4. We will analyze and review our data for effective implementation of our strategies by biweekly monitoring in Child Study Team meetings.

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 10% or more of enrolled school days will decrease from 21% to 10%, as measured by focus and school profile report.

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 3 interventions to address and support the needs of students.

☐ Choose Attendance Strategy

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.	DMT	Pre-School PD
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child Study	Bi-weekly
Develop and implement attendance incentive programs and competitions.	Principal/Social Worker	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal/Social Worker	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team/Social Worker	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Principal	Bi-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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PSW for Attendance	Gina Owens, Assistant Principal Social Worker	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43% proficient in reading, as evidenced in 2018 FSA.
2. We expect our performance level to be 65% proficient in reading by 2019 FSA.
3. The problem/gap is occurring because of a low level of rigor in instruction and delivery at a low taxonomy level. .
4. If the level of rigor and delivery of complex tasks at a high level of taxonomy would occur, the problem would be reduced by a greater level of student autonomy and a greater number of students reaching proficiency on the FSA in 2019.

5. **SMART GOALS:**

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

The percent of all students achieving ELA proficiency will increase from 43 % to 65 %, as measured by the Florida Standards Assessment of ELA in 2019.

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?
Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for strategic practice as well as build stamina for longer projects across the grade levels and calendar year.	AP/instructional staff	Daily
Teachers and students regularly analyze tasks using standards-based rubrics to determine where students are in relation to the standard and plan for next steps.	AP/ Instructional staff	1 PLC per month
Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines and students needs by providing multiple opportunities across the literacy block for reading, writing, speaking and listening.	AP/ Instructional staff	Weekly
Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's/ Marzano Taxonomy and adjust instruction through talk, task, text, and student needs.	Instructional staff	Daily
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	Instructional staff	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Embedded PD during PLC's and curriculum meetings	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
"Just in Time" training for teachers in need of support in ELA content and practices.	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 56% proficient in math, as evidenced in 2018 FSA.
2. We expect our performance level to be 65% proficient in math by 2019 FSA.
3. The problem/gap is occurring because low level of rigor in instruction and delivery at a low taxonomy level.
4. If the level of rigor and delivery of complex tasks at a high level of taxonomy would occur, the problem would be reduced by a greater level of student autonomy and a greater number of students reaching proficiency on the FSA in 2019.

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 in grades 3, 4, and 5 meeting proficiency on FSA in 2019 will increase from 56% to 65%, as measured by the Florida Standards Assessment in 2019 for mathematics.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will collaboratively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS). -Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy. -Teachers will provide meaningful feedback that encourages growth mindset -Teachers will allow for students to give presentations as well as feedback to peers	Principal and Asst. Principal	Weekly collaborative planning sessions, weekly walkthroughs/observations, weekly review of lesson plans
Mathematics teachers utilize data to differentiate and scaffold instruction in order to meet the needs of every student. -Teachers will analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain. -Teachers administer unit assessments in Unify and analyze the data by standard for their class and across the grade level.	Principal and Asst. Principal	Weekly collaborative planning sessions, weekly walkthroughs/observations, weekly review of lesson plans

-Teachers utilize ongoing formative assessment (ex: MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. -Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. - Small committee of teachers will organize a family involvement Math Night during the first semester - Specialists will find ways to reference and utilize math concepts where applicable (PE patterns/time/, music counting/rhythm, Art shapes)		

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
Learning Boards & Goals/Scales	Classroom Teachers/Non-instructional staff, Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Facilitating Cognitively Complex Tasks	Classroom Teachers, Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Model Training	Administration, all instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Supporting Math Rigorous Instruction for School Leaders	Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data Champions	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Math Teacher Leader Institute	Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
School-based Marzano Instructional Strategies PD	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Culturally Responsive Classrooms	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 61%, as evidenced in Florida State Standards Assessment in 2018.
2. We expect our performance level to be 70% by 2019.
3. The problem/gap is occurring because proficiency of students in grades 2 and 4 NGSSS.
4. If increased implementation of What's the Evidence would occur, the problem would be reduced by increased remediation/intervention of previously taught grade 3 and 4 NGSSS.

5. **SMART GOALS:**

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

The percent of all students achieving proficiency will increase from 61% to 70%, as measured by FSSA in 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose (10%), Core Science Instruction (70%), and Confirming the Learning (20%) -Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's. -Develop support plans for teachers not exhibiting routine practice of the 10-70-20 instructional model and provide support from school-based mentors or request district science coach support. -Utilize Just in Time Coach for effective planning. -Monitor the consistent use of the 5E lessons/Student Learning Activity Guides (SLAGS) and provide on-going formative assessments. -Embed Nature of Science activities in fall whole class science projects.	Principal and Asst. Principal	Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, review of Science Notebooks, weekly review of lesson plans
-Students take Beginning and Mid-Year Diagnostic Assessment. -Teachers use item analysis strategies to review diagnostic data. -Teachers identify lowest performing 3rd and 4th grade standards for Life, Physical, Earth, and Nature of Science.	Principal and Asst. Principal, Instructional staff	Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, review of Science Notebooks,

		weekly review of lesson plans
-Implement Spring (March with Concert) Science Fair Showcase: Each class display's PBL project or Science Fair Project. Suggested Timeline will be introduced prior to the beginning of the school year. -Embed science vocabulary across all content areas.		
Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab. -Students will complete the identified progress monitoring assessments, science lab investigations and data collection. -Administration will monitor that students are provided the opportunity to complete the full science lab.	Principal and Asst. Principal	Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, review of Science Notebooks, weekly review of lesson plans

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
Facilitating Cognitively Complex Tasks	Classroom Teachers, Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Model Training	Administration, all instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
School-based Marzano Instructional Strategies PD	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Ongoing Science Lab Manager Training	Science Lab Managers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
DWT on Science Scales	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Culturally Responsive Classrooms	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Gold level, as evidenced in the Alliance for a Healthier Generation assessment.
2. We expect our performance level to be Gold by 2019 AHG assessment.
3. The problem/gap is occurring because of curriculum requirements and recommended activity time frames.
4. If more creative scheduling for play would occur, the problem would be reduced by students meeting all academic requirements as well as meeting recommended daily activity minutes.

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 who participate in healthy initiatives will increase from 90% to 100%, as measured by the number of students participating in wellness activity opportunities.

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

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

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?
Create teacher led morning wellness clubs for student participation in physical activity before school 1 -2 days per week.	Wellness Champion	Before school
Assemble a Health / Wellness team to include the Wellness champion, classroom teachers and PE teacher to meet monthly to discuss wellness goals.	Wellness Champion	monthly
Attend District supported professional development for wellness	Wellness Champion	Augusts 2018-April 2019
Complete Healthy Schools Program Assessment	Wellness team	August 2018-April 2019
Increase opportunities for participation in wellness activities during recess and classroom to include Go Noodle.	Instructional staff	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
Healthy School Program Training Component #19545	Wellness Champion/ Wellness team members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
"Just in Time" training for teachers needing supports in Healthy School program initiatives based on data from student participation in wellness activities.		☒ Priority 1 ☒ Priority 2 ☒ Priority 3

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is academic gains of 46% ELA and 25% Math for L25 students, as evidenced in 2018 FSA scores.
2. We expect our performance level to be increased toward greater proficiency and gains by 2019.
3. The problem/gap is occurring because proficiency in foundational prerequisite skills to meet demands of current grade level standards in ELA and math.
4. If continued interventions focusing on deficient foundational skills in ELA and math would occur, the problem would be reduced by a greater percentage of students scoring above a level 1 or through academic gains measured by FSA in 2019.

5. **SMART GOALS:**

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

The percent of all students achieving a level 1 will decrease from 32% in ELA and 26% in Math to 20% in ELA and 15% in Math, as measured by FSA 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Promote self-regulation by designing instruction to move students toward independence (e.g engagement in classroom routines, application of specific math strategies, and ability to reflect)	Math Coach/Asst. Principal	ongoing
Provide professional development in Math	Math Coach/Asst. Principal	Fall 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
PD on MAP and iStation Math reports for all instructional staff	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PD during PLC's and curriculum meetings	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 61 %, as evidenced in the 2018 Florida Statewide Science Assessment (FSSA).
2. We expect our performance level to be 70% by the Spring 2019 FSSA.
3. The problem/gap is occurring because of the low level of rigor in instruction and delivery at a low taxonomy level..
4. If more students participating in the hands on STEM academies would occur, the problem would be reduced by moe students being able to meet the more rigorous demands of the FSSA.

5. **SMART GOALS:**

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

The number of all students participating in STEM activities will increase from 80 students to 100 students, as measured by STEM Camp attendance logs.

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?
Maintain after-school STEM academies to increase access to STEM content for students.	Certified teachers	After school
Plan and implement curriculum driven by problem-solving, discover and exploratory learning that actively engages students using the engineering design model.	Lead teacher/coordinator	After school
Apply STEM content to construct creative and innovative ideas.	Certified teachers	After school

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
STEM Curriculum orientation	3 classroom teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
"Just in Time" training on STEM resources and lessons	STEM teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>30% of our Black students in Grades 3-5 scoring at a level 3-5</u>, as evidenced in <u>FSA ELA scores in 2018</u>.

2. We expect our performance level to be <u>50%</u> by <u>2019.</u>

3. The problem/gap is occurring because <u>70% of our Black students in Grades 3-5 are lacking foundational skills required by the demands of the standard at their current grade level</u>.

4. If <u>daily small group instruction</u> would occur, the problem would be reduced by <u>students receiving instruction on their readiness level and make learning gains</u>.

5. **SMART GOALS:**

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

The ==percent== of ==black== students achieving ELA proficiency will ==increase== from 30% to 50%, as measured by ELA FSA in 2019.

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	☒ Ensure equitable representation of black learners in school awards/recognition ceremonies.	• Increase recognition of black students in academic areas.
Student Achievement	☒ 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. ☒ 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.	• Increased teacher proficiency in culturally relevant strategies and research-based interventions (JRGR, IRLA) to impact proficiency levels for our Black students. • Monitoring of Black student data through Demographic Data Collection Chart to track progress.
Advanced Coursework	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	• Increased participation of black students in extended learning/ enrichment opportunities.
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school. ☒ Conduct monthly discipline disparity/restorative practices training with school administrators.	• Decreased disciplinary incidents • Implementation of RP throughout school
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	• Streamlined evaluation process • Increase usage of district office supports ensuring interventions are implemented for black students.

Minority Hiring	☒ Ultilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.	• Increased awareness of culturally bias resulting in equity and excellence of all black students

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?
-Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources. -Identify and monitor the number of black students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs. -Monthly STEP Club for Black Students' scoring at a level 3+ on the FSA in grades 4 and 5.	**Principal and Asst. Principal**	SBLT Team monthly minutes, monthly data chats, MTSS/RTI data chats
Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress	**Principal and Asst. Principal**	SBLT Team monthly minutes, monthly data chats, MTSS/RTI data chats

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Responsive Classrooms	Instructional Staff	☒ Priority 1, 2. 3
Facilitating Cognitively Complex Tasks	Classroom Teachers, Administration	☒ Priority 1, 2. 3
Marzano Focused Model Training	Administration, all instructional staff	☒ Priority 1, 2. 3
Supporting Rigorous Math Instruction for School Leaders	Administration	☒ Priority 1, 2. 3
Supporting Rigorous ELA Instruction for School Leaders	Administration	☒ Priority 1, 2. 3
School-based Marzano Instructional Strategies PD	Instructional Staff	☒ Priority 1, 2. 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 5% proficiency in grades 3-5, as evidenced in FSA ELA scores in 2018.
2. We expect our performance level to be 40% by 2019.
3. The problem/gap is occurring because 95% of our ESE students in grades 3-5 are lacking foundational skills required by the demands of the standard at their current grade level.
4. If continued VE support through push in and pull out would occur, the problem would be reduced by 35%.

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 8% to 51%, as measured by ELA FSA in 2019.

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

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

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

☒ Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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?
-VE Resource teachers and classroom teachers will work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE). *Plan intentionally for specially designed instruction to address IEP goals and grade level standards. *Provide for ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student. *Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. *Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly. -Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade-level content. *Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and Individualized Education Plan (IEPs)	**Principal and Asst. Principal**	SBLT monthly minutes, monthly data chats, MTSS/RTI data chats

*Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology. *Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. *Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication**.** *Break down complex instructions and skills for students into smaller tasks. *Create an inclusive learning environment that celebrates students' unique talents as well as needs! -Ensure that students requiring ESE services receive the supports they need to do the thinking. *Provide students with opportunities to work diligently to promote their independence by gradually reducing supports so that students no longer rely on them, or become self-sufficient in replicating them. *Gradually fade supports to promote student independence. -ESE teachers and associates will share best practices in ESE inclusion strategies at PLC meetings for teachers to implement.		
Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress -Actively participate in PLCs and conduct data chats regularly to review ESE student responses to task and plan for instruction based on data. -Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs.	**Principal and Asst. Principal**	SBLT monthly minutes, monthly data chats, MTSS/RTI data chats

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
Culturally Responsive Classrooms	Instructional Staff	☒ Priority 1, 2. 3
Learning Boards & Goals/Scales	Classroom Teachers/Non-instructional staff, Administration	☒ Priority 1, 2. 3
Facilitating Cognitively Complex Tasks	Classroom Teachers, Administration	☒ Priority 1, 2. 3
Marzano Focused Model Training	Administration, all instructional staff	☒ Priority 1, 2. 3
School-based Marzano Instructional Strategies PD	Instructional Staff	☒ Priority 1, 2. 3

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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 12% proficiency in Grades 3-5, as evidenced in FSA ELA scores in 2018.
2. We expect our performance level to be 40% proficient by 2019.
3. The problem/gap is occurring because 12% of our ELL students in Grades 3-5 are lacking foundational skills required by the demands of the standard at their current grade level.
4. If the ELL teachers coteaching with one grade level would occur, the problem would be reduced by 48%.

5. **SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 12% to 40%, as measured by FSA in ELA in 2019.

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

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

☒ 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?
-ELLs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards, while being supported in developing and using authentic language. *Provide opportunities for professional learning that build the capacity of teachers to plan effective lessons that engage ELLs and advance learning and language proficiency across the curriculum *Monitor the implementation of effective lessons that engage ELLs and advance learning and language proficiency across the curriculum and provide ongoing feedback *ESOL and classroom teachers collaborate to bridge grade-level work with development and use of academic language throughout the day, so that language development is integrated seamlessly into content-area instruction *Teachers explicitly teach and develop the language of the content area. This may include vocabulary and/or specific language patterns, language forms, etc. *Teachers model academic, high-level English, and encourage ELLs to respond and communicate their own thinking using discipline-specific language *ELLs participate in multiple and meaningful structured activities and tasks that require interaction with others and the use of increasingly complex language	**Principal and Asst. Principal**	SBLT monthly minutes, monthly data chats, MTSS/RTI data chats

- Ensure that ELLs are participating in ELP opportunities through recruitment and targeted resources.		
Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress

-Actively participate in PLCs and conduct data chats regularly to review ELL student responses to task and plan for instruction based on data.

-Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, FACs, and teacher-created informal assessments to monitor ELL student progress.

-Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs. | **Principal and Asst. Principal** | SBLT monthly minutes, monthly data chats, MTSS/RTI data chats |
| | | |

8. MONITORING:

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

Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Responsive Classrooms	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
☐SFacilitating Cognitively Complex Tasks	Classroom Teachers, Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Model Training	Administration, all instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Supporting Rigorous Math Instruction for School Leaders	Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Supporting Rigorous ELA Instruction for School Leaders	Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
School-based Marzano Instructional Strategies PD	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40% of males and 46% of females, as evidenced in 2018 ELA FSA data.
2. We expect our performance level to be 60% proficiency for both math and females by 2019.
3. The problem/gap is occurring because there is a need for greater implementation/alignment of rigorous/cognitively complex tasks to the Florida Standards at the appropriate taxonomy level.
4. If the level of rigor and frequency of cognitively complex tasks would occur, the problem would be reduced by the males and females attaining enrichment to further stimulate growth and academic gains.

5. **SMART GOALS:**

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

The number of male students performing proficiently on ELA FSA will increase from 40% to 60%, as measured by the 2019 ELA FSA.

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

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

☒ Explicitly address the socio-emotional development of boys.

☒ Invest in classroom libraries built with student interest in mind.

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?
Classroom has colorful, simple and relevant anchor charts with routines & expectations in logical locations.	Instructional staff	Daily
Students can choose from a variety of flexible seating options (stability balls, pillows, yoga mats, lap desks, bean bags, standing desks, wobble chairs, etc), and transition to different areas of the classroom often.	Instructional staff	Daily
Regular recognition of sensitivity, empathy, and tenderness in male students.	Instructional staff	Daily
Boys are frequently allowed additional time to cool down and process emotions following a conflict.	Instructional staff	Daily
Students can access a range of text type in a variety of formats (e.g. magazines, myOn, eBooks, etc.) Library has clearly labeled, diverse texts by level and/or genre.	Instructional staff	Daily
Most texts are accessible and at student eye-level.	Instructional staff	Daily
Discussions will occur in PLC's to ensure that male physiological development differences will be addressed in their lessons.	Team leader	Weekly

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
"Just in Time" training to address differentiating instruction for males and females in ELA lessons.	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ 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 73% of gifted students made learning gains in ELA, as evidenced in FSA ELA scores in Grades 4-5.
2. We expect our performance level to be increased by 20%.
3. The problem/gap is occurring because there is a need for greater implementation/alignment of rigorous/cognitively complex tasks to the Florida Standards at the appropriate taxonomy level. .
4. If the level of rigor and frequency of cognitively complex tasks would occur, the problem would be reduced by the gifted students attaining enrichment to further stimulate growth and academic gains.

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 learning gains will increase from 73% to 93%, 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.)*

☒ Strengthen staff ability to engage students in complex tasks.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Gifted students will participate daily in pull-out gifted instruction with the Gifted teacher.	**Gifted teacher**	monthly data chats, MTSS/RTI data chats
The Gifted teacher will support the General Education teachers through collaboratively planning and offer strategies/resources to support a differentiated learning environment for gifted students in the Gen. Ed. setting.	**Gifted teacher and General Education Teacher**	SBLT monthly minutes, monthly data chats, MTSS/RTI data chats
Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress -Actively participate in PLCs and conduct data chats regularly to review Gifted student responses to task and plan for instruction based on data. -Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor Gifted student progress. -Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs. -Implement feedback from walkthroughs/observations	**Principal, Asst. Principal and Gifted Teacher**	SBLT monthly minutes, monthly data chats, MTSS/RTI data chats

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
Embedded professional development through PLC's and Curriculum meetings	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Instructional strategies, differentiation, and meeting the needs of gifted learners	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Utilize social media to increase communication with parents; PCS Family engagement APP; Facebook, ect. • Monthly newsletter to parents, PTA meetings. School messenger	• Administration • Family Community Liaison • Instructional staff	• Weekly
2. Provide academic tools to families in support of their students' achievement at home.	• Streamline family engagement efforts that are result oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher.	• Instructional staff • Administration	• Quarterly
3. Purposefully involve families with opportunities for them to advocate for their students.	• Utilize student services to provide families/parents, and students with resources, tools, triage support outside agency referrals.	• Student service staff	• Monthly
4. Intentionally build positive relationships with families and community partners.	• Develop and implement activities to build respect and trust between home and school • Host family events through school and PTA to build relationships with families • Continue outreach projects in collaboration with PTA to support local community	• Family and Community Liaison • Administration • PTA	• On-going

5. **MONITORING:**

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

Priority(ies):   ☐ Priority 1   ☐ Priority 2   ☒ Priority 3

6. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Volunteer training for staff	Instructional staff Family Community Liaison	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Linked to Learning PD	Instructional Staff Administration	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Lisa	Roth	White	Principal
Celeste	Roche	Hispanic	Teacher
Keva	Lopez	Black	Support Employee
Donna	Mandato	White	Business/Community
Keith	Werling	White	Parent
Andy	Oliver	White	Parent
Teresa	Brantley	White	Parent
Kendra	Polachy	White	Parent
Zoltan	Kocsis	Hispanic	Parent
Katrina	Adkins	Multi	Parent

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
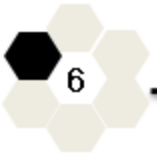
⬡ BUDGET / SIP FUNDS

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**	$ Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
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]**
Gender books for classroom libraries	1000
Flexible Seating Options	1520
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ 0
[Describe each type on a separate row]	[Insert Amount]
[Describe each type on a separate row]	[Insert Amount]
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ 0
Books for Book Study	1000
[Describe categories on a separate row]	[Insert Amount]
6. **Other** *(please list below)*	$ **[Insert amount for category]**
[Describe each on a separate row]	[Insert Amount]

	[Describe each on a separate row]	[Insert Amount]
TOTAL	$ **3,520.00**	