School Improvement Plan
SY 2018-19

BLANTON ELEMENTARY SCHOOL

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

Table of Contents

Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.

A. Vision and Direction

School Profile

Principal:	Cheryl Ann Maggio	SAC Chair:	TBD

School Vision	Aligned to the PCS District Vision of 100% Student Success, Blanton's vision is to provide a learning environment that will enable each child to reach his or her fullest potential.

School Mission	Our mission is to inspire lifelong learning and to provide opportunities for students to gain knowledge, skills and develop character for success in our changing world. Blanton's belief is that all students can learn, achieve learning gains, make good choices, and act responsibly.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
576	34	112	152	30	247	1

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	39	47	54	54	51	46						
Learning Gains All	37	44	53	55								
Learning Gains L25%	33	32	43	49								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Cheryl	Maggio	FT	4-10 years
Assistant Principal	Cody	Piland	FT	Less than 1 year
MTSS Coach	Hieu	Nguyen	FT	4-10 years
Equity Champion	Hieu	Nguyen	FT	4-10 years
ESE	Kathy	Tussey-Hehn	FT	11-20 years
ELL	Kim	Nimphius	FT	1-3 years
Climate and Culture	Angel	Connell	FT	4-10 years
School Counselor	Debbie	Holland	FT	11-20 years
LMTS	Richard "Jay"	Harris	FT	11-20 years
PK / Kindergarten Team Leader	Pamela	Dillard	FT	11-20 years
Gr. 1 Team Leader	Marcia	Caldwell	FT	4-10 years
Gr. 2 Team Leader	Angel	Connell	FT	4-10 years
Gr. 3 Team Leader	Rachelle	Davis	FT	4-10 years
Gr. 4 Team Leader	Kim	Bellan	FT	11-20 years

Gr. 5 Team Leader	Amy	Eslick	FT	4-10 years
ESE Team Leader	Kathy	Tussey-Hehn	FT	11-20 years
Specialists' Team Leader	Wendy	Seslowsky	FT	1-3 years
ALPHA Manager	Althea	Hudson	FT	1-3 years
Social Worker	Sara	Bleattler	Itinerant	1-3 years
Psychologist	Christina	Lovejoy	Itinerant	
Total Instructional Staff:	**54**		**Total Support Staff:**	**30**

B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students meeting or exceeding grade level expectations for proficiency will increase from a 39% proficiency rate to 50% proficiency rate as measured by the 2019 Spring FSA data when compared to the 2018 FSA results.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor, then the percent of all students demonstrating learning gains and proficiency levels across all curriculum areas (ELA, Math, and Science) will increase from 37% to 45% as measured by the 2019 Spring FSA data when compared to the 2018 FSA results.

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 exhibiting behaviors that require removal from instruction and receiving an Office Disciplinary Referral will decrease by a minimum of 10% when comparing end of year FOCUS Behavioral Data from 2018-2019 to that of the 2017-2018 school year.

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	Increase academic proficiency levels Increase overall learning gains Decrease the percentage of ODR behaviors that result in the loss of instruction	• Implement AVID strategies to increase collaboration and accountability for all students • Provide Restorative Practice Training, as well as Behavior Management training with Dr. Glanton and monitor implementation of strategies daily in conjunction with	Hieu Nguyen, MTSS Coach Debbie Holland, School Counselor	Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal; Student Service team (School Counselor, Psychologist, Social Worker, Compliance Educational Diagnostician/ CED); Grade level teacher reps	Twice monthly as an SBLT and weekly as a MTSS core team.	• Minutes of each MTSS meeting. • Academic and Behavioral Data and minutes from SBLT meetings.

	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
				schoolwide behavior plan. • Review / Monitor Academic and Behavioral Data to identify trends and provide additional PD as needed.				
2.	Tier 3 Problem-solving Team	All Priorities	To ensure that the best possible interventions are in place to support the learning and behavior of all students.	• Weekly review of data to determine levels of support to be provided, to monitor progress toward overarching goal and to determine next steps.	Hieu Nguyen, MTSS Coach	Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal; Althea Hudson, ALPHA Manager; Hieu Nguyen, MTSS Coach; Debbie Holland, School Guidance Counselor; Psychologist; Social Worker; CED (Compliance Educational Diagnostician)	Weekly on Tuesdays	• Minutes from the MTSS Meeting outlining details related to collected progress monitoring data, grade level or students, person(s) responsible for monitoring fidelity to interventions, etc.
3.	Site Safety and Threat	All	To provide a safe	• Active Assailant	Cheryl	Cheryl Ann	Monthly Site	• Minutes from

	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
	Assessment Team	Priorities	and positive learning culture and climate for all	school training • Site Safety Walk-through with Law Enforcement and district personnel • Monthly Site Safety Meetings • CPI 1 and 2 Crisis Team Training • Provide on-going PD and implementation of processes and procedures outlined in the Blanton Safety & Crisis Plan, including but not limited to the scheduling and timely implementation of the various drills. (Fire, Severe Weather, Lockdown / Lockout, Active Assailant).	Maggio, Principal; Cody Piland, Assistant Principal; Debbie Holland, School Counselor; Jay Harris, LMTS; Dottie Skonecki, Head Plant Operations; Wendy Seslowsky, Teacher; Fred Harmon, Teacher	Maggio, Principal; Cody Piland, Assistant Principal; Lori Plomatos, Secretary/ Bookkeeper; Debbie Holland, School Counselor; Jay Harris, LMTS; Dottie Skonecki, Head Plant Operations; Wendy Seslowsky, Teacher; Fred Harmon, Teacher; Marcia Caldwell, Teacher; Kathy Tussey-Hehn, Teacher; Social Worker; and Psychologist	Safety Meetings Threat Assessments as needed when determined	Monthly Site Safety Team Meetings
4.	Child Study Team	Priority 1 Priority 2	Monitor students' absences & tardies across all grade levels to determine	• Meet bi-weekly to review attendance data as a CST	Cheryl Maggio, Principal; Sara	Cheryl Ann Maggio, Principal; Cody Piland,	Bi-weekly (generally on the 1st and 3rd Friday of the	• CST reports are submitted to district personnel upon completion of

	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
			& provide interventions to improve student attendance and on time arrival	• Provide attendance surveys to families to determine the barriers and address if at all possible. • Develop interventions to address the identified causes of absence	Bleattler, Social Worker	Assistant Principal; Sara Bleattler, Social Worker; Debbie Holland School Guidance Counselor; Theresa Marshall, DMT; District Attendance Specialist (1x monthly)	month)	bi-weekly meetings
5.	Subject Area / Grade Level PLCs and Team Leaders	All Priorities	To support communication by sharing district priorities and info related to curriculum and behavior; serve as a leadership decision-making body for prioritizing and implementing site- and data-based actions.	• Provide a monthly leadership forum for collaboration, problem-solving and decision making. • Monitor and analyze both academic and behavior data as grade level PLCs meeting weekly to determine next steps for implementing SIP goals and	Cheryl Maggio, Principal; Cody Piland, Assistant Principal and Hieu Nguyen, MTSS Coach	Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal; Hieu Nguyen, MTSS Coach; and Grade level TL and members "Just in Time" and AVID district Instructional coaching staff whenever possible	TL meets monthly on the second Monday of the month. PLCs meet weekly on Wednesdays for data analysis and Collaborative Team Planning	• Minutes from both TL and PLCs

	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
				action steps. • Review of AVID WICOR strategies with a focus on Student-Centered Instruction with Rigor, Facilitation of Cognitively Complex Tasks that align with standards addressed, and Utilizing Learning Boards and Scales. • Grade-level team collaborative creation and review of Formative Assessments for all academic subjects in order to drive differentiated planning of instruction.				
6.	Literacy Leadership Team	All Priorities	In order to create a culture and climate that reflects our population and	• Utilizing the support and resource recommendatio	Jay Harris, LMTS & Hieu Nguyen, MTSS Coach	Cheryl Ann Maggio, Principal; Cody Piland,	Annually in December / January	• Minutes from the meeting, list of Book titles / items requested for

	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
			promotes literacy, this team will select literature and literacy based materials for classroom use that aligns with our students' ethnicity, gender and interests, while supporting the schoolwide character traits, growth mindset initiative and college / career readiness.	ns of the PCS District Equity & Excellence Liaison, our site based Equity Champion, LMTS, Student Services Team, AVID Coordinators and Admin Team, books and materials will be selected for purchase with Referendum and Title I dollars.	(who also serves as the Equity Champion)	Assistant Principal; Jay Harris, LMTS; Hieu Nguyen, MTSS Coach/Equity Champion; Student Services Team members and Grade Level Team Leaders.		purchases, proposal sent to and approved by district ELA Supervisor, and receipts from purchases made.
7.	Equity and Excellence for All: PBIS/Restorative Practices/SEL (RIT) Team	All Priorities	In order to create and maintain a culture and climate that embraces a positive and restorative culture that supports all students in SEL while providing a structured framework for dealing with diversity and equity across age, race, gender, and cross-curricular subjects.	• By providing staff with RP training. • By creating a systematic framework for dealing with positive and negative behaviors (Clip-It, Class Dojo, Pink and Blue notes (positive), Spirit Days, Dolphin Denim Days, Terrific Kids Club Weekly, Citizen	Angel Connell, IIRP Trainer and Teacher Cheryl Maggio, Principal; Cody Piland, Assistant Principal; Marcia Caldwell, Teacher; Stephanie McKee, Teacher; Shannen	Cheryl Maggio, Principal; Cody Piland, Assistant Principal; Angel Connell, IIRP Trainer and Teacher; Marcia Caldwell, Teacher; Stephanie McKee, Teacher; Shannen Paetzold, Teacher;	Ongoing training through monthly PD throughout the school year. Daily RP time built into the daily Master Schedule to provide time for teachers to teach SEL lessons and use RP circles to support	• Documentation of RP training for staff • AVID CRT embedded into lesson plans and observed in walkthroughs • Monitor progress through monthly STOIC walkthroughs and analysis of discipline data through SBLT team meetings • Decrease in behavioral incidents and ODRs

	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
				of the Month, Check-In and Check-Out with High 5 Mentors, Documented "Low Level" Disciplinary Incident form, ODR) • SEL Lessons (Second Step 2 Kits; Merrill's Strong Start and Strong Kids; Class Dojo Growth Mindset Lessons) • AVID Culturally Relevant Training and 6 M's • Olweus Bully Prevention Program strategies	Paetzold, Teacher	All classroom teachers	positive classroom and school culture. Daily through cross-curricular subjects using AVID CRT strategies.	over the school year
8.	Family Engagement Team	All Priorities	Providing an educational component and student-led conference/performance into every AVID Night to promote and ensure attendance, educational	• Plan thematic goal setting /conference nights that incorporate a parent / guardian information presentation and student work on	All School wide Instructional Staff & students	Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal; all Instructional Staff	Aug. 30, 2018; Oct. 26, 2018; Jan. 24, 2019; and May 16, 2019	• AVID Attendance Sign-in sheets and documentation from presentations.

	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
			partnership with shared learning.	display, student performance, and student-led conference component. • Ready, Set…Kindergarten and spring Transition nights for PK to K families				
9.	AVID Leadership Team	All Priorities	To provide students with increased opportunities for collaboratively grappling with more rigorous tasks with the goal of increasing critical thinking and problem-solving skills, increase overall student engagement and accountability for learning.	• Provide on-going PD and coaching on the use of WICOR strategies to support learning. • Purposefully planning for and strategically implementing AVID WICOR strategies to support Reading, Writing, Speaking and Listening through the use of Organizational tools, Inquiry and Collaboration	Hieu Nguyen and Angel Connell, AVID Co-Coordinators and AVID certified classroom teachers	Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal; AVID co-facilitators Hieu Nguyen & Angel Connell; AVID certified classroom teachers	Leadership Meeting monthly and tool reviews embedded into bi-weekly PD Tuesday sessions.	• PD Tuesday sign-in sheets, handouts and documentation, Lesson Plans, Classroom Walkthrough / Observation data and ISM feedback.

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, 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 a total of 138 Office Discipline Referrals (8.9% risk per student) for the 2017-2018 school year. We expect our performance level to be decreased by 10% when comparing the 2018-2019 school year ODR data to that of the 2017-2018 school year as reported in FOCUS and documented in School Profiles.

2. The problem/gap in behavior performance is occurring because inadequate behavioral management strategies implemented by individual teachers and social-emotional learning skills implemented by students.

3. If high leverage strategies for behavioral management, including PBIS, Restorative Practices, and SEL, as well as AVID CRT strategies to increase student engagement would occur, the problem would be reduced by 10% or more, as evidenced by documented incidents resulting in Office Discipline Referrals by May 2019. (*include data to validate your hypothesis*.)

4. We will analyze and review our data for effective implementation of our strategies by tracking and monitoring behavioral data monthly by grade level, teacher and student to ensure appropriate support and intervention is provided.

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 all students receiving ODRs will decrease from a referral risk of 8.9% to 5% or less, as measured by schoolwide behavior data documented as ODRs in FOCUS and reported on School Profiles in May 2019, when compared to that from the 2017-2018 school year.

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 implementation of research-based practices that communicate high expectations for each student.

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

☒ 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	• Cheryl Ann Maggio, Principal • Angel Connell, Teacher	• June 2017
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Angel Connell, Teacher and RP Trainer	• June 11, 12, 13, 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Cheryl Ann Maggio,	• July 11-12, 2018

	• Principal • Cody Piland, Assistant Principal • Angel Connell, Teacher • Shannen Paetzold, Teacher • Marcia Caldwell, Teacher • Stephanie McKee, Teacher	
Conduct learning opportunities. Training with district created resource: Improving School Climate and Culture: Restorative Practices Implementation Guide and Toolkit for Educators 2018-2020 Comprehensive Successful Behavior Management: Effectively Dealing with Disruptive Students (4 hour training with resources provided to staff)	• Angel Connell, IIRP Trainer and Teacher • Dr. Thomas Glanton, Schoolwide Behavior Management (Education Company)	• August 6, 2018 (6 hours) • PD Tuesdays (6 hours) • Monthly 2018-2019 School Year • Oct. 15, 2018 (with mid-year walkthrough follow-up with consultant, Shirley Kilgore)
Monitor and support staff for implementation with fidelity.	• Cheryl Ann Maggio, Principal, Cody Piland, Assistant Principal; Angel Connell, IIRP Trainer and Teacher; Marcia Caldwell, Teacher; Stephanie McKee, Teacher; Shannen Paetzold, Teacher	• Ongoing 2018-2019 School Year
Update school-wide plan on a monthly basis. • Celebrate areas of growth • Update strategies for areas of improvement	• Cheryl Ann Maggio, Principal • Cody Piland, Assistant Principal • Angel Connell, IIRP Trainer and Teacher	• Ongoing 2018-2019 School Year

8. **MONITORING:**

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

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CPI 1 / CPI 1 & 2 (for Crisis Team Members only)	All Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

<u>Better Than Carrots and Sticks</u> - Book Study	Administration All Instructional Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Restorative Practices	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID Culturally Relevant Teaching for Teachers and Students	Cheryl Ann Maggio, Principal Cody Piland, Assistant Principal Hieu Nguyen, MTSS & Curriculum Coach Charlotte Macona, ESE / VE Resource Kathy Tussey-Hehn, ESE / IVE 3-5 Pam Norton, Title I K-5 Interventionist Carolien Goossens, K-5 Gifted Teacher Alysia Dillon, KG Teacher Aimee Neverline, Gr. 1 Teacher Valerie Cannon, Gr. 2 Teacher Angel Connell, Gr. 2 Teacher Rachelle Davis, Gr. 3 Teacher Dawn Mehaffey, Gr. 3 Teacher Amy Eslick, Gr. 4 Teacher Kim Bellan, Gr. 4 Teacher Dawn Newland, Gr. 4 Teacher Kelly Roth, Gr. 4 Teacher Meagan Wright, Gr. 4 Teacher Fred Harmon, Gr. 5 Teacher Genie Baud, Gr. 5 Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Classroom Management: Effectively Dealing with Disruptive Students (Dr. Thomas Glanton @ The Education Company)	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Safe Teams PD with staff follow-up (Active Assailant)	All staff and law enforcement (Pinellas County Sherriff's department)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PCS Mental Health Training	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is for the 2017-2018 school year is 94%. We expect our performance level to be 97% by May 2019 as compiled in FOCUS and reported in School Profiles on the Attendance Data Dashboard.
2. The problem/gap in attendance is occurring because many of our families have transportation issues or work conflicts that prevent them from getting their child/children to school daily and on time.
3. If busing and child care options were available and) would occur, the problem would be reduced by 3-5%.
4. We will analyze and review our data for effective implementation of our strategies by tracking, monitoring and completing the PSW process quarterly as a CST.

5. **SMART GOAL:**

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school as measured by FOCUS will decrease from 19% to 10%, as measured by FOCUS and reported in School Profiles.

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

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

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

☐ 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.	Cheryl Ann Maggio, Principal Sara Bleattler, Social Worker	Preschool
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child Study Team	August 2018
Continue to implement attendance incentive programs and competitions (Spirit Fridays, Dolphin Denim Day participation monthly, Perfect Attendance Awards quarterly).	Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal	Blanton Vision News Show; Back to School Night; Quarterly Award Assemblies
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Cheryl Ann Maggio, Principal	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	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g., Use of BES Absence Notes to increase accurate documentation of reason for absence and ensure Pending entries are cleared).	Cheryl Ann Maggio, Principal Sara Bleattler, Social Worker; Theresa Marshall, Data Management	Daily

	Technician and Classroom Teachers	

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
Utilize FOCUS for properly reporting and coding attendance in a timely manner, as well as document parent contacts	54 Instructional Personnel	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PSW for attendance	Child Study Team Members, including District Assigned Attendance Specialist	☒ 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 39% of students are meeting or exceeding proficiency levels in Grades 3-5, as evidenced by the Spring 2018 FSA - ELA results.
2. We expect our performance level to be 50% or more of all students meeting proficiency levels by May 2019, as measured by the Spring 2019 FSA results.
3. The problem/gap is occurring because students lack the basic phonics / phonemic awareness necessary to decode words in the primary grades and lack understanding of both academic and content-based vocabulary.
4. If students are provided targeted instruction that supports phonemic awareness, as well as the development of both academic and content-based vocabulary, the problem would be reduced by 10%

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 meet or exceed proficiency levels will increase from 39% to 50%, as measured by the 2019 FSA – ELA results.

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.
☒ Strengthen staff ability to engage students in complex tasks.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.

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?
Implement the use of "Vocabulary Explosion" Greek & Latin Root Study in Grades 1-5, in conjunction with the Pinellas Vocabulary Project – revised.	Hieu Nguyen, MTSS Coach; Team Leaders	Daily
Utilize AVID Academic Language Scripts and Sentence Frames with Word Banks to increase student application of Reading / Writing connection (includes increased opportunities, with incentives, for students to engage in Independent Reading with accountability to build stamina and purposeful reading skill application).	Hieu Nguyen and Angel Connell AVID Co-Facilitators; classroom teachers	Daily
Utilize AVID Visual Cueing System to coach student elaboration	Hieu Nguyen and Angel Connell, AVID Co-Facilitators; classroom teachers	Daily
Growth Mindset strategies in order to promote perseverance and grit	Equity and Excellence Team: Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal; Hieu Nguyen, MTSS Coach and Equity Champion; Angel Connell, IIRP Trainer and	Daily

	Teacher; Marcia Caldwell, Teacher; Stephanie McKee, Teacher; Shannen Paetzold, Teacher	

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
Vocabulary Explosion: Greek & Latin Root Study (Grades 1-5)	47 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID Language and Literacy Strategies for Success	54 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID CRT: Infusing Culture into Content	54 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Staff Training on Purposeful Planning with a focus on embedding AVID WICOR strategies with Marzano Focused Instructional Model Elements (Facilitating Cognitively Complex Tasks; Learning Boards and Scales; Marzano Taxonomy; PBL/ISM Research Model) to facilitate rigor through speaking, listening, reading, and writing across all academic subjects using culturally responsive standards-based texts and tasks.	54 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 54% of students in Grades 3-5 are meeting proficiency level, as evidenced by the Spring 2018 FSA results.

2. We expect our performance level to be 65% or more of all students meeting or exceeding proficiency levels in Grades 3-5 by the Spring 2018 FSA - Math results.

3. The problem/gap is occurring because students are lacking basic number sense, automaticity of fact knowledge and a deeper conceptual understanding of mathematical processes.

4. If students are provided with strong core instruction combined with daily opportunities for grappling with standards-based rigorous mathematical tasks at the appropriate taxonomy level, the problem would be reduced by 10%.

5. **SMART GOALS:**

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

The percent of all students achieving math proficiency will increase from 54% to 65%, as measured by the 2019 FSA – Math results. .

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

☒ Strengthen staff ability to engage students in complex tasks.

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Develop and implement Math Lesson Plans that provide opportunities for students to cooperatively and individually grapple with rigorous tasks (MFAS/HOT Questions, utilizing CPalms as a resource)	Hieu Nguyen, MTSS Coach; District "Just in Time" Math Coach	Daily
Implement the use of "Number Talks" across all grade level classrooms	Hieu Nguyen, MTSS Coach; District "Just in Time" Math Coach	Daily
Utilize AVID Visual Cueing System to coach student elaboration	Hieu Nguyen and Angel Connell, AVID Co-Facilitators; classroom teachers	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**
Leading Math Rigor	54 Instructional Staff	☒ Priority 1

		☒ Priority 2 ☐ Priority 3
Bringing JiJi into Core/ST Math Puzzle Talks/Making Student Thinking Public District Training	7 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Supporting Math Rigorous Instruction for School Leaders	Cheryl Ann Maggio, Principal	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID Language and Literacy Strategies for Success	54 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID CRT: Infusing Culture into Content	54 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Staff Training on Purposeful Planning with a focus on embedding AVID WICOR strategies with Marzano Focused Instructional Model Elements (Facilitating Cognitively Complex Tasks; Learning Boards and Scales; Marzano Taxonomy; PBL/ISM Research Model) to facilitate rigor through speaking, listening, reading, and writing across all academic subjects using culturally responsive, standards-based texts and tasks.	54 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 51%, as evidenced by the 2018 NGSSS Science results.
2. We expect our performance level to be 60% by May 2019.
3. The problem/gap is occurring because of a lack of academic and science content-specific vocabulary knowledge.
4. If students are provided targeted NGSSS-based instruction with built in circular review of vocabulary and "What's the Evidence" lessons aligned with students' proficiency gaps, the problem would be reduced by 10%.

5. **SMART GOALS:**

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

The percent of all students achieving science proficiency will increase from 51% to 60%, as measured by the Spring 2019 FSA – NGSSS Science results.

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.
☒ 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?
Implement, with fidelity, the 10-70-20 model as outlined in District curriculum content guides	Instructional Staff	Daily
Teach Science specific content vocabulary aligned to each grade level and regularly assess to include previously taught vocabulary using Quizzlet tool (in English and Spanish) to progress monitor.	ESOL lead teacher and classroom-based, Grade level instructional staff	On-going; at the completion of each Module
Collaboratively plan and monitor timely progress through grade level Modules to ensure lessons remain on pace and students engage in hands-on Science Lab experiences as scheduled.	Grade Level PLCs, MTSS Coach	Weekly PLCs
Monitor the consistent use of the 5 E lessons/Student Learning Activity Mats (SLAMs) and provide formative assessment	Instructional Staff	Daily
Implement BOAST (Bring On Any Science Test) vocabulary academic gaming strategies.	Instructional Staff	On-going throughout the year
Continued implementation of AVID interactive note-booking strategies in grades 2-5 with pilot implementation in grade 1	Classroom teachers	Daily
Utilize AVID Academic Language Scripts and Sentence Frames with Word Banks to increase student application of Reading / Writing connection in Science Core instruction (includes increased opportunities, with incentives, for students to engage in rigorous science lessons with accountability to build stamina and purposeful application of science vocabulary).	AVID Co-Facilitators; classroom teachers	Daily
Utilize AVID Visual Cueing System to coach student elaboration	AVID Co-Facilitators; classroom teachers	Daily
Implement 1st Grade Labs to start 2018-2019 School Year and utilize diagnostic data to further drive instruction	1st grade Instructional Staff	5 times over the school year

Continued implementation of 2nd – 5th Grade Science Labs, along with pre and post lab assessments, and utilize diagnostic data to further drive instruction, particularly the implementation of Gr. 3 and 4 standards based on gaps evident. 5th grade will implement the What's the Evidence? Booklets.	• 2nd – 5th Grade Instructional Staff • Administrative walkthroughs	• 5 times over the school year • Ongoing
Usage of Science Lab and aligned lessons will be monitored through lessons posted on Planbook.com, Administrative Walkthroughs and tracking of Pre/Post Diagnostic tests.		
AVID CRT: Infusing Culture into Content	54 Instructional Staff	Daily
Staff Training on Purposeful Planning with a focus on embedding AVID WICOR strategies with Marzano Focused Instructional Model Elements (Facilitating Cognitively Complex Tasks; Learning Boards and Scales; Marzano Taxonomy; PBL/ISM Research Model) to facilitate rigor through speaking, listening, reading, and writing across all academic subjects using culturally responsive standards-based texts and tasks.	54 Instructional Staff	Daily
Participate in school-wide Science Fair in spring 2019 and sending the top three grade 5 projects selected to the district Science Showcase	54 Instructional Staff	Spring 2019

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1   ☒ Priority 2   ☐ Priority 3

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
Embrace, Engage, Explore Science Core Training	2nd Grade Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Science Labs	1st and 2nd Grade Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID Language and Literacy Strategies for Success	54 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID CRT: Infusing Culture into Content	54 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Staff Training on Purposeful Planning with a focus on embedding AVID WICOR strategies with Marzano Focused Instructional Model Elements (Facilitating Cognitively Complex Tasks; Learning Boards and Scales; Marzano Taxonomy; PBL/ISM Research Model) to facilitate rigor through speaking, listening, reading, and writing across all academic subjects using culturally responsive, standards-based texts and tasks.	54 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 3 out of 6 modules eligible for bronze, silver or gold, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze, silver or gold by April 2019.
3. The problem/gap is occurring because of School Health Policies including PTA Fundraising options, Health Promotion for Staff including vending machine options, and Family & Community Involvement such as hosting a Wellness Fair for students and their families.
4. If our Health & Wellness School Team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition and the problem would be reduced by gaining baseline bronze status or higher.

5. **SMART GOALS:**

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

The number of all modules meeting eligibility for bronze, silver or gold recognition by April 2019 will increase from 3 to 6 modules as evidenced and measured by the Alliance for a Healthier Generation's Healthy School Program Framework.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Implement School Health Policies that include the elimination of PTA Fundraising options that offer food items (ie. Cookie dough, candy, etc.) that do not align with wellness guidelines set forth by the Alliance for a Healthier Generation.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies that include, but is not limited to the hosting of a Wellness Fair for students and their families.
☐ Choose an item.

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Cheryl Ann Maggio, Principal; Cody Piland, Assistant Principal; Wendy Seslowsky, PE Teacher / Wellness Champion	August 2018
Attend district-supported professional development	Wellness Champion and other Healthy School Team members	August 2018 – April 2019
Complete Healthy Schools Program Assessment	Healthy Schools Team	August 2018- September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 2019

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1   ☒ Priority 2   ☐ Priority 3 ☒ Other

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 ☒ Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 ☒ Other Priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	☒ Priority 1 ☐ Priority 2 ☐ Priority 3 ☒ Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 ☒ Other Priority
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 ☒ Other Priority

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is academic gains of our L35 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 of a lack of proficiency in foundational prerequisite skills needed to meet the demands of the 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 minimum of 10% with a greater percentage students scoring above a level 1 or through academic gains measured by FSA.

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 27% in ELA and 23% in Math to 15% in ELA and 10% in Math, as measured by FSA 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 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?
Participation in Extended Learning Opportunities for identified students (ELP) using iReady Reading and Math, LLI, Wilson's Fundations	Hieu Nguyen, MTSS Coach/ELP Coordinator	3 times Weekly (Monday, Wednesday, and Thursday before and after school)
Continue Connect to Success Laptop initiative to extend learning beyond the classroom	C2S Co-Coordinators: Jay Harris, LMTS; Rachelle Davis,	On-going throughout the school year
Implementation of Enrichment Intervention Academies: STEM, Crazy 8s, Industry Certification, Battle of the Books		

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID Language and Literacy Strategies for Success	54 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID CRT: Infusing Culture into Content	54 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Staff Training on Purposeful Planning with a focus on embedding AVID WICOR strategies with Marzano Focused Instructional Model Elements (Facilitating Cognitively Complex Tasks; Learning Boards and Scales; Marzano Taxonomy; PBL/ISM Research Model) to facilitate rigor through speaking, listening, reading, and writing across all academic subjects using culturally responsive standards-based texts and tasks.	54 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Supporting Math Rigorous Instruction for School Leaders	Cheryl Ann Maggio, Principal	☒ 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 14 student participants in Grades 4 and 5, as evidenced in ELP enrollment / FOCUS.
2. We expect our performance level to be increased by both the grade levels and number of students participating when comparing the current school year to the previous school year.
3. The problem/gap is occurring because lack of interested instructors and students.
4. If the promotion of STEM activities among staff and students would occur, the problem would be reduced resulting in greater interest and participation evidenced in grades 2-5.

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 the afterschool STEM Academy activities will increase from 14 to 40 students, as measured by school and district participation data when comparing the 2018-2019 enrollment to the enrollment of participants during the 2017-2018 school year.

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.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase student interest in coding with the use of Code.org as a classroom center.	Marcia Caldwell, Valerie Cannon, Angel Connell, Rachelle Davis, Courtney King, Aimee Neverline, Shannen Paetzold, Deanna Perez, Christine Wheeler	Weekly
Provide STEM Academies as an afterschool enrichment program for students in Grades 2- 5.	TBD	Weekly
Implement AVID Interactive Note-booking strategies in Grades 1-5 to increase student rigor and engagement.	28 Instructional Staff on Gr. 1-5 teams	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
Code Training	7 Instructional Staff Members	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

H. Career- and College -Readiness (Optional, as appropriate)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1.   Our current level of performance is 19 AVID Certified Teachers implementing WICOR strategies in the classroom, as evidenced in AVID Elementary Annual Certification Data Collection Tool.

2.   We expect our performance level to be 29 or more AVID Certified teachers by May 2019.

3.   The problem/gap is occurring because of a lack of fidelity with regard to teacher implementation of the AVID strategies that provide students with the necessary skills for organization, inquiry and collaboration which are imperative for rigorous, student-centered learning to take place in all content areas and across grade levels.

4.   If training and implementation of AVID WICOR strategies would occur with fidelity, the problem would be reduced by at least 10 teachers and the students they in turn impact.

5.   **SMART GOALS:**

EXAMPLE: The percent of all students successfully obtaining industry certification will increase from 30% to 45%, as measured by industry certification data.

The percent of all students demonstrating application of AVID WICOR strategies with fidelity (related to Organizational Tools, Data tracking, Note-booking skills, Collaboration, and Levels of Questioning/Thinking) will increase from 19 AVID certified instructors implementing WICOR strategies across all curriculum areas to 29 or more AVID certified instructors implementing WICOR strategies across all curriculum areas, as measured by AVID Elementary Certification Data when comparing the 2018-2019 school year to the 2017-2018 school year.

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

☒ Strengthen implementation of career academies to support student engagement, learning and project-based instruction.

☒ Intensify staff capacity to support students in successfully completing and attaining industry certification.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide AVID Foundations and Culturally Relevant Teaching PD to staff members through AVID Summer Institute and District Pathway Training	Cheryl Ann Maggio, Principal Hieu Nguyen, MTSS Coach Kristy Bench, AVID ES Instructional Coach	On-going
Offer Industry Certification (IC3 SPARK) Academy to Gr. 5 students as part of ELP Enrichment	Cody Piland, AP Jay Harris, LMTS Rachelle Davis, Gr. 3 teacher	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
Introduction to Industry Certification, PCS PD	Cody Piland, AP Jay Harris, LMTS Rachelle Davis, Gr. 3 teacher	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Embedded modeling and coaching of AVID WICOR strategies	Kristy Bench, AVID ES District Instructional Coach Hieu Nguyen, MTSS Coach and site-based AVID Co-Coordinator Angel Connell, Teacher Leader and site-based AVID Co-Coordinator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ 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 18.5% proficiency in Grades 3-5, as evidenced by FSA ELA scores.

2. We expect our performance level to be 30% proficiency by May 2019.

3. The problem/gap is occurring because 18.5% of our black students in Grades K-5 are lacking knowledge of academic language/content-based vocabulary, in conjunction with the foundational and critical thinking skills required to grapple with the demands of the standards at the current grade level, thus scoring in the L25 range.

4. If appropriate, targeted small group interventions would occur, the problem would be reduced by 12% as measured by the spring 2019 FSA ELA.

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 proficiency will increase from 18.5% to 30%, as measured by the Spring 2019 FSA - ELA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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	☒ 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. ☒ Ensure equitable representation of black learners in school awards/recognition ceremonies. ☐ Choose Strategy	• Increased student engagement and accountability for learning, including interacting with academic language and applying organizational / study skills required for higher learning. • Create a "College-focused atmosphere" in which scholars dream, believe and achieve.
Student Achievement	☒ 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. ☒ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. ☒ 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 teacher proficiency and implementation of AVID Culturally Relevant Teaching / engagement strategies with fidelity (that include but are not limited to WICOR and 6 M's) and research-based interventions (JRGR, LLI, Fundations, Nemours, iSpire / IRLA, Istation, and iReady) to impact proficiency levels for our Black students. • Focused participation of black students in the STEP & BUGs (Bringing Up Grades) programs, the Blanton Chapter of Girlfriends of Pinellas and 5000 Role Models, as well as provision of a "High 5" Staff Mentor for daily Check-in / Check-out. • Increase student access to Culturally Relevant

		• literature via MyOn and Classroom Libraries, as well as time for engaging in Independent Reading of selected books and monitor through monthly Reading / Math logs. • Increase targeted participation in ELP tutoring and "Connect to Success' Laptop initiative to extend learning beyond the classroom / school day.
Advanced Coursework	☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☒ Support teachers by providing professional development on building relationships and sharing student data with black families.	• Administer the Naglieri to Grade 2 students and those referred to testing based on identifying factors, evaluating for Plan B eligibility. • Increase targeted participation in bi-weekly Talent Development Day activities, as well as weekly ELP Enrichment Programs, ie. STEM Academy, IC3 Spark Industry Certification program, Crazy 8's Math Academy and Battle of the Books Literacy Club. • Continue to provide staff PD related to Growth Mindset, as well as Equity and Excellence in learning utilizing the Marzano Focused Instructional Model and AVID to promote Student-Led Learning with Rigor, as well as encourage full participation of black students and their families in quarterly, site-based AVID Student-Led Goal Setting and Conferencing nights using "Success Binders" for Progress Monitoring of personnel academic and behavioral data.
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. ☒ Implement Restorative Practices throughout the school.	• Provide ongoing PD related to AVID CRT and Behavior Management strategies as they relate to PBIS/ RP/SEL utilizing the PCS "Improving School Climate & Culture: RP Implementation Guide & Toolkit for Educators," Better Than Carrots or Sticks, Growth Mindset, and SEL resources for lesson planning (Second Step, Merrill's Strong Start and Strong Kids, Class Dojo). • Continue to provide a built in time block within the Master Schedule for implementing Restorative Practice circles / SEL lessons daily. • Decrease in documented "Low Level" Disciplinary Incidents and ODRs, resulting in increased student engagement in core instruction.
ESE Identification	☒ Ultilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. ☐ Choose Strategy	• Work with Student Service personnel and members of SBLT to provide review of RtI processes with staff, prioritize caseloads and streamline evaluation processes. • Implement Positive Behavior Intervention Plans with fidelity
Minority Hiring	☒ Establish positive relationships with our current black	• AdvancED Survey will reflect that faculty and

teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. ☒ Ultilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. ☐ Choose Strategy	staff view Blanton ES as having a safe and positive work /school climate and culture. • Continue to provide staff PD related to "Courageous Conversations," Growth Mindset and Restorative Practices that support equity and excellence for all. • Promote and support black teacher leaders. • Interview and strive to increase the hiring of high quality professionals that reflect the school population served.

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?
Increased teacher proficiency and implementation of AVID Culturally Relevant Teaching / engagement strategies with fidelity (that include but are not limited to WICOR and 6 M's) and research-based interventions (JRGR, LLI, Fundations, Nemours, iSpire / IRLA, Istation, and iReady) to impact proficiency levels for our Black students.	Classroom teachers, Administration	Ongoing
Focused participation of black students in the STEP & BUGs (Bringing Up Grades) programs, the Blanton Chapter of Girlfriends of Pinellas and initiate a chapter of 5000 Role Models, as well as the provision of a "High 5" Staff Mentor for daily Check-in / Check-out.	School Counselor, MTSS Coach Althea Hudson, ALPHA Manager & Girlfriends Coordinator Hieu Nguyen, MTSS Coach and Girlfriends Co-Coordinator & Advisor Neal Calip, 5000 Role Models Co-Coordinator Fred Harmon, 5000 Role Models Co-Coordinator	Beginning of the school year, ongoing
Increase student access to Culturally Relevant literature via MyOn and Classroom Libraries, as well as time for engaging in Independent Reading of selected books of interest and monitor through monthly Reading logs.	Classroom teachers, LMTS, MTSS Coach	Ongoing
Increase targeted participation in bi-weekly Talent Development Day activities, as well as ELP tutoring and "Connect to Success' Laptop initiative to extend learning beyond the classroom / school day.	Hieu Nguyen, MTSS Coach and ELP Coordinator; Jay Harris and Rachelle Davis, Connect to Success Co-Facilitators	Beginning of the school year, ongoing
Administer the Naglieri to Grade 2 students and those referred to testing based on identifying factors, evaluating for Plan B eligibility.	Gifted Teacher, School Counselor	Beginning of the school year, ongoing
Increase targeted participation in ELP Enrichment Programs, ie. STEM Academy, IC3 Spark Industry Certification program, Crazy 8's Math Academy and Battle of the Books Literacy Club.	MTSS Coach, STEM Academy Facilitators IC3 Spark Facilitators, LM/TS	Beginning of the school year, ongoing
Encourage full participation of black students and their families in quarterly, site-based AVID Student-Led Goal Setting and Conferencing nights using "Success Binders."	Classroom teachers, Administration	Aug. 30, 2018; Oct. 26, 2018; Jan. 24, 2019 and May 16, 2019

Provide time block within the Master Schedule for implementing Restorative Practice circles / SEL lessons daily.	Classroom teachers, Administration	Daily
Decrease in documented "Low Level" Disciplinary Incidents and ODRs, resulting in increased student engagement in core instruction.	Classroom teachers, Administration	Ongoing
Work with Student Service personnel and members of SBLT to provide review of RtI processes with staff, prioritize caseloads and streamline evaluation processes.	Student Services, Administration, SBLT Team, Staff	Ongoing
Implement Positive Behavior Intervention Plans with fidelity	Classroom teachers	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
Provide ongoing PD related to AVID CRT and Behavior Management strategies as they relate to PBIS/ RP/SEL utilizing the PCS "Improving School Climate & Culture: RP Implementation Guide & Toolkit for Educators," Better Than Carrots or Sticks, Growth Mindset, and SEL resources for lesson planning (Second Step, Merrill's Strong Start and Strong Kids, Class Dojo).	Classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Continue to provide staff PD related to "Courageous Conversations" and Equity of Excellence in learning	Classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 27.3% of ESE students in grades 3, 4, and 5 scored at or above a Level 3, as evidenced in 2018 FSA ELA scores.
2. We expect our performance level to be 50% of ESE students in grades 3, 4, and 5 scoring at or above a Level 3 by FSA ELA in Spring 2019.
3. The problem/gap is occurring because ESE students are lacking the necessary foundational literacy skills needed to grapple with content within their current grade level.
4. If appropriate, targeted interventions would occur, the problem would be reduced by 23%.

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 27.3% to 50%, as measured by FSA ELA.

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

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

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

☐ 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?
IEP goals will be crafted for individual students that are based on their current level of skills and needs	ESE Teachers	Ongoing
ESE students will receive academic interventions based on their performance	ESE Teachers, Classroom Teachers	Ongoing (minutes documented within IEPs)
ESE students will receive SEL instruction as part of their core curriculum and intervention curriculum	ESE Teachers, Classroom Teachers	Ongoing

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices and Using Circles Effectively	54 instructional staff	☒ Priority 1 ☒ Priority 2

		☒ Priority 3
IRLA	VE Resource Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
iSPIRE	VE Resource Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 20% of ELL students in grades 3, 4, and 5 scored at or above a Level 3, as evidenced in 2018 FSA ELA.
2. We expect our performance level to be 30% by Spring 2019 FSA ELA.
3. The problem/gap is occurring because students are lacking the necessary foundational and language skills to grapple with the demands of the content within their current grade level.
4. If appropriate, small group and/or individual academic interventions would occur, the problem would be reduced by 10%.

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 in grades 3, 4, and 5 achieving ELA proficiency will increase from 20% to 30%, as measured by Spring 2019 FSA ELA.

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

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Strategic planning of lessons for small group instruction of foundational literacy skills (Vocabulary Development and Comprehension using AVID Weekly and Florida Studies Weekly)	ELL Teachers and Classroom Teachers	Ongoing
Strategic planning of lessons for small group instruction of foundational language skills	ELL Teachers and Classroom Teachers	Ongoing
Strategic planning of differentiation to meet individual students' needs (based on data) using AVID Weekly and Florida Studies Weekly	ELL Teachers and Classroom Teacher	Ongoing
Purposeful lesson planning that incorporates documentation and use of ELL Strategies and the 6M's	Classroom Teachers	Ongoing
Classroom teachers will analyze students' language proficiency levels	Classroom Teachers	Ongoing

and implement use of appropriate MPI's when planning lessons and instructing students		
Classroom teachers, ELL Teachers, and Bilingual Assistant will implement academic vocabulary routine	Classroom Teachers, ELL Teachers, Bilingual Assistant	Ongoing

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Data analysis in PLC's (Grade level and Cross grade level/Vertical Articulation)	54 instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Marzano Focused Evaluation Model	54 instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Training from ESOL Department on MPI's	54 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 36% of males in grades 3, 4, and 5 are proficient and 37% of females in grades 3, 4, and 5 are proficient, as evidenced in Spring 2018 FSA ELA.
2. We expect our performance level to be equal between males and females by Spring 2019 FSA ELA.
3. The problem/gap is occurring because males need continued feedback on their work indicating next steps and guidance toward their next goal.
4. If individual student conferences in ELA would occur, the problem would be reduced by 1%.

5. **SMART GOALS:**

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

The percent of male students achieving ELA proficiency will increase from 36% to 37%, as measured by Spring 2019 FSA ELA.

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

☒ Strengthen the equitable engagement opportunities for boys.

☒ Teachers utilize culturally relevant teaching.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Scheduled conferring with both males and females in reading and writing	Classroom Teachers	Ongoing
Continued implementation of AVID CRT strategies	Classroom Teachers	Ongoing
Continued implementation of high expectations and growth mindset	Classroom Teachers, Administration	Ongoing
Continue classroom library collection development with an emphasis on titles that appeal to both males and females	Classroom Teachers	Ongoing
Purposeful lesson planning that incorporates documentation and use of AVID WICOR / CRT strategies and the 6M's	Classroom Teachers	Ongoing

8.   MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID Culturally Relevant Teaching	54 instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Introduction to Restorative Practices and Using Circles Effectively	54 instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Marzano Focused Evaluation Model	54 instructional staff	☒ 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.	• Implement 4 AVID goal setting / Student-Led Conference nights annually that culminate in an Education Celebration. • Parents will be made aware of ways to support their children's learning at home and will have the opportunity to practice some of those skills	• AVID certified Classroom / grade level teachers	• Aug. 30, 2018; Oct. 26, 2018; Jan. 24, 2019 and May 16, 2019
2. Provide academic tools to families in support of their students' achievement at home.	• Implement "Connect 2 Success" Laptop Initiative • Provide information, Strategies and Tools for supporting each child's learning at home.	• C2S Facilitators • AVID certified Classroom / grade level teachers	• Aug. 30, 2018; Oct. 26, 2018; Jan. 24, 2019 and May 16, 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	• Class Dojo (Messenger) used as a home/school communication tool • Student Agenda and Blanton Communication folder • Phone and email communication with teachers • Phone and in-person parent/teacher conferences • SAC and PTA • Beginning of the year interest inventory for parents to complete regarding their children to help teachers get to know their students better	• Classroom teachers • Administrators	• Ongoing Phone and In-Person Conferences • Monthly SAC Meetings • Interest Inventory – Week of August 13th
4. Intentionally build positive relationships with families and community partners based on Karen Mapp research.	• Meet the Teacher *(offered both during the day and in the evening to accommodate family work schedules)* • AVID Nights - quarterly • SAC – monthly *(2nd Tuesday of the month)* • PTA – monthly *(3rd Wednesday of the month)* • School Messenger • International Walk & Roll Your Child to School • Great American Teach-In • Annual Thanksgiving Feast for Families • Field Day and Field trips	• AVID certified Classroom / grade level teachers • Administrators • Staff members	• August 9/10, 2018 • Aug. 30, 2018; Oct. 26, 2018; Jan. 24, 2019 and May 16, 2019 • SAC and PTA Meetings occurring monthly

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/Community Involvement Training – Building Dual Capacity Partnerships	Team	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Lisette	Lopez	Hispanic	Business/Community
Monica	Reynolds	Black	Business/Community
Hieu	Nguyen	Asian	Other Instructional Employee
Neil	Brickfield	White	Business/Community
Cheryl	Maggio	White	Principal
Cody	Piland	White	Other Instructional Employee
Ireneo	Calderon-Baez	Hispanic	Parent
Andrew	Williams	Black	Parent
Luz	Feldman	Hispanic	Parent
Pamela	Norton	White	Teacher
Kristin	Berry	White	Parent
Mercedes	Martin	Hispanic	Parent
Karen	Montgomery	White	Parent
Bao	Long	Asian	Parent
Emily	Gabrillo	Asian	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):

We are currently still trying to recruit family members

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
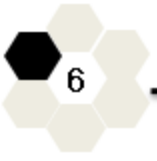
BUDGET / SIP FUNDS

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**	**$ 5,369.91**
	Florida Studies Weekly	$5,369.91
	[Describe each support on a separate row]	[Insert Amount]
2.	**Behavioral Support**	**$ [Insert amount for category]**
	Click or tap here to enter text.	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	**$ [Insert amount for category]**
	Click or tap here to enter text.	[Insert Amount]
		[Insert Amount]
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ [Insert amount for category]**
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ 6,963.20**
	Dr. Glanton Consulting/Implementation/Monitoring: Behavior Management	$3,000
	Dr. Glanton Training and Resources	$3,963.20
6.	**Other** *(please list below)*	**$ [Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]

	[Describe each on a separate row]	[Insert Amount]
TOTAL	$ **12,333.11**	