



School Improvement Plan SY 2018-19

BROOKER CREEK ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Jennifer Mekler	SAC Chair:	Debbie Jones
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School Vision	100% Student Success
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School Mission	Enable students to make a year's worth of academic growth in reading, writing, math, and science.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
613	24	10	37	14	527	1

School Grade	2018: A	2017: A	2016: A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	78	85	81	82	84	84						
Learning Gains All	53	66	60	71								
Learning Gains L25%	44	55	49	60								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Jennifer	Mekler	FT	1-3 years
Assistant Principal/IIRP	Abby	Cannata	FT	4-10 years
Equity Champion/Guidance Counselor	Toniann	Prillhart	FT	11-20 years
ESE	Ashlie	Brierley	FT	1-3 years
1 st grade	Amy	Tassone	FT	20+ years
2 nd grade	Patty	Spiers	FT	20+ years
3 rd grade	Laura	Vinyard	FT	11-20 years
4 th grade	Rome	Fecarotta	FT	1-3 years
5 th grade	Connie	Makris	FT	4-10 years
Specialist	Steven	Ross	FT	4-10 years
PreK	Helen	Taylor	FT	4-10 years
Secretary/Bookkeeper	Lynda	Anderson	FT	20+ years
Total Instructional Staff:	11		Total Support Staff:	1



B. Improvement Priorities

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

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

1. Priority 1: Student-Centered with Rigor

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support transitioning to a more student-centered environment with rigor , then the percent of all students achieving proficiency across all subject areas will increase from 78% to 90%.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency across all subject areas will increase from 78% to 90%.

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 across all subject areas will increase from 78% to 90%.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Students working independently at the appropriate level (depth of knowledge) for grade level standards.	<ul style="list-style-type: none"> • Training on lesson planning and resources • Lesson study • Training on a rubric for task analysis • Data analysis and Data cycle debrief • Prep PLC agendas 	Principal	Assistant Principal Grade level team leaders Guidance Counselor ESE rep	Monthly- 1 st Wednesday	<ul style="list-style-type: none"> • Lesson plans aligned to standards • Planned and completed student work requiring practice with complex text and its academic language • PLC minutes reflective of specific areas of focus and/or data analysis
2.	Tier 3 Problem-solving Team (MTSS Team)	All Priorities	To ensure matched intervention support to address student areas of need.	<ul style="list-style-type: none"> • Training on matched interventions with proper diagnosis of student deficit • Purposeful planning for 	Principal	Assistant Principal School Psychologist Social Worker Guidance Counselor	Weekly on Tuesday mornings	<ul style="list-style-type: none"> • Progress monitoring of intervention support (every other week) • PMP cycle reviews • Data cycle trends



	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
				differentiated instruction during intervention block <ul style="list-style-type: none"> • Training on School wide processes and Tiers of support (behavior and academic) 				
3.	Equity Team	Priority 2 and 3	To achieve competence, independence, responsibility and self sufficiency for all students	<ul style="list-style-type: none"> • Equity training for staff • Restorative Practice implementation • AVID- CRT 	Guidance Counselor AVID Team	Social Worker School Psychologist Principal Assistant Principal AVID Team	Monthly	<ul style="list-style-type: none"> • Data cycle trends • Decrease in student discipline referrals/suspensions
4.	Child Study Team	Priority 3	Decrease student absences	<ul style="list-style-type: none"> • CST meetings study trends and create attendance plans for students with frequent absences. • Review school wide process to address student absence 	Principal	Social Worker DMT Attendance Specialist	Twice a month on Tuesdays	<ul style="list-style-type: none"> • Increase in student attendance



	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
5.	Vertical Content Teams	Priority 1 and 2	To increase understanding of instruction across grade levels that is student centered with rigor and how to plan for it	<ul style="list-style-type: none"> Lesson study 	Vertical Content Lead Teacher	All Teachers	Once per grading period	<ul style="list-style-type: none"> Meeting minutes Data trends
6.	Literacy Leadership Team <i>Same as SBLT</i>	Choose an item.		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team Same as Tier 3 Problem Solving Team (MTSS)	Choose an item.		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
8.	Family Engagement Team	All Priorities	To build a home/school connection that supports both academic and affective needs	<ul style="list-style-type: none"> Communication Volunteer training Parent Education Opportunities Community Celebration 	Principal Assistant Principal	Family Community Liaison SAC PTA	On going Monthly SAC/PTA	<ul style="list-style-type: none"> Climate survey Increase in volunteer hours Participation in events

Goals

Instructions

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

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

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

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

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

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

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

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



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 32 referrals, 3 in school suspensions and 7 out of school suspensions. We expect our performance level to be decreased in all 3 areas by the end of the 2018-2019 school year .
2. The problem/gap in behavior performance is occurring because student represented in this data lack appropriate social and academic skills to perform successfully in the classroom.
3. If Restorative Practice structures are implemented school wide , the problem would be reduced by creating classroom cultures that are responsive and inclusive of all learners’ academic and social needs, as evidenced by a decrease in referrals and suspension data and an increase in positive behavior recognition. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing discipline and conduct data each grading period.

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 referrals will decrease from 6% to 3%, as measured by restorative practice research from IIRP.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Johnetta Haugabrook 	<ul style="list-style-type: none"> • Summer 2018
<i>Ensure at least one staff member attends and becomes a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Abby Cannata 	<ul style="list-style-type: none"> • Summer 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Jennifer Mekler • Abby Cannata • Cindy Webster • Millie Tibma • Toniann Prillhart 	<ul style="list-style-type: none"> • Summer 2018
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Jennifer Mekler • Abby Cannata 	<ul style="list-style-type: none"> • Ongoing 2018-2019



	<ul style="list-style-type: none"> • Cindy Webster • Millie Tibma • Toniann Prillhart 	
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Jennifer Mekler • Abby Cannata 	<ul style="list-style-type: none"> • Ongoing 2018-2019
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • Jennifer Mekler • Abby Cannata 	<ul style="list-style-type: none"> • Ongoing 2018-2019 through MTSS and school wide faculty meetings
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Jennifer Mekler • Abby Cannata 	<ul style="list-style-type: none"> • Monthly at faculty meetings

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice Training	All instructional staff and classroom support staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Training	All instructional staff and classroom support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID- Culturally Responsive Teaching	All instructional staff and classroom support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96.3% for all students with 5% of students absent 10% or more. We expect our performance level of students missing 10% or more to be decreased by 50%.
2. The problem/gap in attendance is occurring because of a lack of parent understanding and/or placing a higher priority of consistent attendance for their child.
3. If parent understanding of the importance of each school day would occur, the problem would be reduced by 50%.
4. We will analyze and review our data for effective implementation of our strategies by analyzing attendance data twice a month.

5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 5% to 2.5%, as measured by attendance dashboard data.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students and parent.
- Strengthen the implementation of Tier 3 interventions to address and support the needs of students and parent.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review school-wide strategies for positive attendance with all staff.</i>	Principal and Assistant Principal	Preschool staff meeting
<i>Review school-wide school-wide processes for follow up with families when consistent student absences are occurring.</i>	Principal and Assistant Principal	Preschool staff meeting and follow up once per grading period
<i>Develop and implement attendance incentive programs for students and staff.</i>	Principal and Assistant Principal	Each grading period
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Child Study Team	Monthly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Child Study Team	Twice a month
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Child Study Team	Twice a month
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT	Daily

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment



Staff training on attendance strategies to increase and maintain student attendance	All Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Staff training on implementation of positive attendance incentive program.	All Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
DMT review of attendance procedures.	All Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 78% proficient , as evidenced in FSA ELA data.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity.
4. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 12%.

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 78% to 90%, as measured by FSA ELA data.

The percent of all L25 students achieving ELA learning gains will increase from 44% to 50%, as measured by FSA ELA data.

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.
- 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?
Teachers intentionally plan instruction aligned with a high level of rigor by using Webb’s Depth of Knowledge/Marzano’s Taxonomy and adjust instruction through the use of talk, task, text and student needs	Principal Assistant Principal	Ongoing through collaborative planning
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.	Principal Assistant Principal	Ongoing
Teachers and students analyze tasks using rubrics to determine where students are in relation to the standard and plan for next steps.	Principal Assistant Principal	Ongoing
Teachers monitor and provide feedback to students to support learning	Principal Assistant Principal	Ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth.	Principal Assistant Principal	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
Training for the implementation of student task rubric.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Utilization of the MAP Continuum of Learning to support differentiated instruction.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on the implementation of Webb's Depths of Knowledge as it relates to student task and standards alignment.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Implementation of lesson study protocol.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Continued professional development on RUS work by district coaches	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Biweekly progress monitoring for L25 students to closely monitor and inform/adjust instruction	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 81%, as evidenced in FSA Math data.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity..
4. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 9%.

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 81% to 90%, as measured by FSA Math.

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.
- 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?
Teachers implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the mathematics block to increase number sense and flexibility.	Instructional Staff	ongoing
Administrators and teachers engage in mathematics-focused learning walks using district provided walkthrough tools.	MTLI	ongoing
Mathematics Teacher Leaders are intentionally developed and included in development of the Mathematics Professional Development Plan and other decisions.	MTLI	ongoing
Teachers monitor and provide feedback to students to support learning.	Instructional Staff	ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback, with mathematics coach support as requested.	Administrators	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
Attend MTLI district workshops	MTLI	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



Academic Goals

		<input checked="" type="checkbox"/> Priority 3
Training for the implementation of student task rubric.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Utilization of the MAP Continuum of Learning to support differentiated instruction.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on the implementation of Webb's Depths of Knowledge as it relates to student task and standards alignment.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Implementation of lesson study protocol.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 84%, as evidenced in NGSSS.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity.
4. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 6%.

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 84% to 90%, as measured by NGSSS.

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

- 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.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction	Instructional Staff	Ongoing
Teachers monitor and provide feedback to students to support learning inclusive of the 'Confirming the Learning' portion of the instructional model and student conferencing opportunities	Instructional Staff	Ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth.	Administrator	Ongoing
Foster an environment of cooperation and collaboration amongst students including academic language, discussions and group projects.	Instructional Staff	Ongoing
While students are practicing, staff observes, takes notes and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback.	Instructional Staff	Ongoing
Science teachers will use the science lab experiences to support purposeful activation and support students learning and transfer of skills and scientific learning across the science curriculum.	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	Priority Alignment
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Academic Goals

	(number and job titles)	
Utilization of the MAP Continuum of Learning to support differentiated instruction.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Effective use of formative assessment (formal and informal)	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
How to provide specific, actionable feedback utilizing journals/SLAGS	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
How to effectively use science discourse to determine student understanding of content	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3/6, 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/gold by April 2019.
3. The problem/gap is occurring because of PTA fundraising options and lack of physical activity beyond recommended # of minutes.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

EXAMPLE: Our school will be eligible in # out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework

6. 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?
Reestablish 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.	Assistant Principal	August 2018
Attend district-supported professional development	Healthy School Team/ Wellness Champion	Ongoing
Complete Healthy Schools Program Assessment	Healthy School Team	August/September
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	September 2018
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School Team	Complete by April 1, 2019

7. 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

8. 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	x Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team	x Other Priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team	x Other Priority



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 8 afterschool STEM academies, as evidenced in student attendance.
2. We expect our performance level to be increased by adding academies to meet the level of interest.
3. The problem/gap is occurring because 2017/2018 waitlists did not meet the threshold to add additional academies.
4. If increased student interest would occur, the problem would be reduced by meeting the threshold for new academies.

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 percent of all 2nd and 5th students participating in STEM will increase from 43% to 50%, as measured by student rosters.

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.
- 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?
Work to increase STEM participation by 2 academies	STEM Teacher leader	August/ September 2018
Promote and emphasize the belief that all students are capable learners and the importance of 'effort' as a key component in success.	STEM Teachers	Ongoing
Allow for collaborative problem-solving opportunities for the engineering design process.	STEM Teachers	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
Whole staff presentation on What is STEM? to promote what is done during a typical STEM academy and how to engage student interest.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0% of students meeting proficiency standards, as evidenced in FSA ELA and Math.
2. We expect our performance level to be 100% by May 2019.
3. The problem/gap is occurring because my black student did not demonstrate mastery of standards at the appropriate level of complexity..
4. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 100%.

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 meeting proficiency standards will increase from 0% to 100%, as measured by FSA ELA and Math.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Achievement	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input type="checkbox"/> Choose Strategy	<p>The use of culturally relevant instructional practices supports a strong sense of belonging, relevance, value and community. This will support an optimal learning environment and student achievement.</p> <p>Provide families with personal invitations for their child to attend ELP so that barriers can be addressed. An increase in participation should have a positive impact on student achievement.</p>
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• October 2018
Student Discipline	<input type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Students are provided opportunities to be a part of a learning community that values all members and seeks to restore the community.

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?
Teachers differentiate instruction and teach based on best practices for culturally relevant instruction	Principal	Ongoing
Teachers handle class discipline with the principles of Restorative Practices, equity and cultural diversity in mind.	IIRP trainer	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
Restorative Practices	All instructional staff and support staff that work with students.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID- CRT	All instructional staff and support staff that work with students.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity	All instructional staff and support staff that work with students.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 36% of ESE students meeting proficiency standards, as evidenced in FSA Math and ELA.
2. We expect our performance level to be 55% by May 2019.
3. The problem/gap is occurring because our ESE students are not performing at the appropriate level to engage in rigorous grade level.
4. If researched based interventions were matched to student deficit, the problem would be reduced by 19%.

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 meeting ELA and Math proficiency will increase from 36% to 55%, as measured by FSA- ELA and Math.

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.)*

- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Choose Strategy

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?
Make instructional decisions based on data indicators. Develop foundational IEP goals that support skills needed to progress to proficiency on grade level standards.	ESE Teachers	ongoing
Promote student independence by teaching, modeling and practicing social and life skills.	ESE Teachers	ongoing
Gradually fade supports to promote student independence.	ESE Teachers	ongoing
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE Teachers	ongoing
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	Principal	April - August 2018

2. MONITORING:

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



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Utilize the MAP Learning Continuum to make instructional decisions for progress on grade level standards.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Effective use of formative assessments (formal and informal).	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is a difference of 10% in ELA and Math, as evidenced in FSA.
2. We expect our performance level to be 90% proficiency for both male and female in ELA and Math by May 2019.
3. The problem/gap is occurring because instructional strategies in ELA are geared more for a female learner while in Math instruction is geared more for a male learner.
4. If additional instructional strategies were used to engage males in ELA and females in Math would occur, the problem would be reduced by an average of 15%.

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 /female students achieving Math and ELA proficiency will decrease the gap of performance between gender to less than 5%, as measured by FSA – ELA and Math.

- 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*

- Invest in the building of high expectations and growth mindset.
- Enhance opportunities for Voice & Choice.
- Provide a physical learning environment that is conducive for learning for both genders.

- 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?	WHEN
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	Ongoing
High expectations are communicated to students on a daily basis.	All Staff	Ongoing
Regular opportunities for hands-on projects and flexible groupings.	Instructional Staff	Ongoing
Games are regularly included as a way to provide opportunities for healthy competition.	Instructional Staff	Ongoing
Independent reading process includes choice in texts.	Instructional Staff	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 – CRT- Planning with the Gender in mind.	All Instructional staff	<input checked="" type="checkbox"/> Priority 1, 2, 3
RUS training with self-selected text. Introduce books from classroom library and school library that are high interest for boys.	All Instructional staff	<input checked="" type="checkbox"/> Priority 1, 2, 3
Restorative Practices	All Instructional staff	<input checked="" type="checkbox"/> Priority 1, 2, 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 79% of Gifted students scored at a level 4 or 5 , as evidenced in FSA Math.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because student tasks are not aligned to the level of rigor needed to demonstrate high level of performance.
4. If rigorous instruction aligned with rigorous tasks would occur, the problem would be reduced by 11%.

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 scoring a level 4 or 5 will increase from 79% to 90%, as measured by FSA Math .

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.)

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.

Strengthen staff ability to engage students in complex tasks.

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?
Teachers/Staff obtain the gifted micro-credential and/or the gifted endorsement so they can better engage gifted learners in complex tasks	Gifted Department	September 2018
Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback	Instructional Staff Administrators	ongoing
Help gifted learners understand “supported risk” and utilize to help gifted learners more effectively engage in complex tasks	Gifted Teachers/ Content Team	Twice a semester

8. MONITORING:

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

Priority(ies): Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Gifted Micro credentialing	District Gifted Department	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teaching Gifted students with Rigor in ELA and Math	District Resource Teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Parent University to include Parent portal, School communication, school processes/practices. Newsletters School Facebook Page Website Restorative Practices 	<ul style="list-style-type: none"> Principal and Parent Focus group Principal Administrators Media Specialist IIRP 	<ul style="list-style-type: none"> September 2018 Monthly Ongoing Ongoing ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Reading night Math night Science night Technology Training Principal Book club 	<ul style="list-style-type: none"> Vertical Content Teams Media Specialist Administrators Principal 	<ul style="list-style-type: none"> ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent Teacher conference IEP meetings Administrative conferences Surveys 	<ul style="list-style-type: none"> Teachers Case Managers Administrators Media Specialist 	<ul style="list-style-type: none"> ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Principal Book Club PTA events Volunteer/Community events Give back to community events 	<ul style="list-style-type: none"> Principal PTA Family/ Community Liaison 	<ul style="list-style-type: none"> ongoing

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Debbie	Jones	White	Parent
Kelly	Ford	White	Parent
Audry	Hawk	White	Choose an item.
Jaime	Hegeman	White	Parent
James	Hickman	White	Business/Community
Carolina	Jantac	Hispanic	Parent
Krista	Millian	White	Parent
John	Sykes	White	Business/Community
Vanessa	Vasquez	White	Parent
Jennifer	Mekler	White	Principal
Danielle	Gabbert	White	Teacher
Suzanne	Fulmer	White	Teacher
Patty	Spiers	White	Teacher
Phyllis	Divilio	White	Support Employee

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: We will be meeting on August 24 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	
	Books to be used to supplement RUS modules	\$750
	Math Manipulatives to support inquiry based work	\$500
2.	Behavioral Support	
	Student incentives and celebrations	\$250
3.	Materials and Supplies	
	Materials/copies for Parent University	\$150
	Materials for Family Engagement Nights	\$200
4.	Employee Expenses (i.e., travel, registration fees, etc.)	
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	
	TDE for Instructional Staff/ Teacher PD	\$1000.00
6.	Other (please list below)	
TOTAL \$2850.00		