



# School Improvement Plan SY 2018-19

## CLEARWATER FUNDAMENTAL MIDDLE SCHOOL

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## Continuous Improvement

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

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

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

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



# Vision and Direction

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Stephanie Joyner	<b>SAC Chair:</b>	Eric Smith
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The mission of the Clearwater Fundamental community is to promote highest student achievement through cooperative efforts and a challenging curriculum.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
797	22	35	148	37	555	0

School Grade	2018 A	2017 A	2016 A	Title I	NO

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	82	84	90	88	78	77	96	90	78	81		
Learning Gains All	66	67	72	70								
Learning Gains L25%	59	64	75	68								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Stephanie	Joyner	FT	Less than 1 year
Team Leader grade 6	Pam	Hawthorne	FT	4-10 years
ESE	Carol	Zaffiri	FT	11-20 years
ELL/Guidance	Allison	Gulino	FT	1-3 years
Team Leader grade 7	Bridget	Bohnet	FT	20+ years
ELA/Rdg Dept Head	Cristy	Binder	FT	4-10 years
Math Dept Head	Angela	Ciresi	FT	4-10 years
Sci. Dept Head	Elaine	Rubaii	FT	11-20 years
SS Dept Head	Johnston	Kinnan	FT	1-3 years
Elective Dept Head	Matthew	Roose	FT	1-3 years
AVID Coordinator	Debbie	Cascone	FT	1-3 years
Team Leader Grade 8	Jennifer	Gray	FT	11-20 years
<b>Total Instructional Staff:</b>	<b>11</b>		<b>Total Support Staff:</b>	<b>0</b>



## B. Improvement Priorities

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

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

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

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students making ELA learning gains will increase from 66% to 76%.

### 2. Priority 2: Standards-based planning

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students receiving middle school acceleration points will increase from 78% to 88%.

### 3. Priority 3: Climate and Culture

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning then the percent of all students receiving restorative practice lessons will increase from 0% to 80%.



## 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	Monitor the instructional implementation of grade level standards to increase FSA proficiency.	<ul style="list-style-type: none"> <li>• Biweekly reports</li> <li>• PLC agendas</li> <li>• SBLT agenda</li> <li>• Training on RP and lesson planning.</li> </ul>	Principal	Principal AP AVID coordinator Dept Head Team leaders	biweekly	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards.</li> <li>• Examples of completed student work.</li> <li>• SBLT minutes</li> <li>• PLC minutes</li> </ul>
2.	Tier 3 Problem-solving Team	All Priorities	Monitor data regarding success of Tier 3 students.	<ul style="list-style-type: none"> <li>• Meetings biweekly</li> </ul>	Principal	School Social worker ESE Teacher School Pysch. Guidance team AP/Principal	biweekly	<ul style="list-style-type: none"> <li>• Minutes regarding student success and next steps.</li> </ul>
3.	Equity Team	Priority 2	Monitor students enrolled and adv/accel. Classes to see who has access to them	<ul style="list-style-type: none"> <li>• Monthly meeting</li> </ul>	Principal	Principal AP AVID coordinator Dept Head	monthly	<ul style="list-style-type: none"> <li>• Minutes from meeting</li> <li>• Minutes from PLCs</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
						Team leaders		
4.	Child Study Team	All Priorities	Monitoring data for attendance	<ul style="list-style-type: none"> <li>Meetings biweekly</li> </ul>	School Social worker	DMT School Social worker ESE Teacher School Pysch. Guidance team AP/Principal	biweekly	<ul style="list-style-type: none"> <li>Minutes regarding student's attendance and next steps.</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Monitoring student and teacher academic success. Sharing of strategies between teachers.	<ul style="list-style-type: none"> <li>Sharing information at biweekly meetings.</li> <li>Classroom observations</li> </ul>	Team leaders Dept Heads	Teachers	biweekly	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Walkthrough data.</li> </ul>
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Priority 1	Same as SBLT	<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li></li> </ul>
7.	PBIS Team	Priority 3	Monitoring number of positive referrals and teachers issuing those referrals,	<ul style="list-style-type: none"> <li>Weekly celebrations</li> </ul>	AP	Principal AP Guidance Counselors Teachers	monthly	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Positive referrals</li> </ul>
8.	Family Engagement Team	All Priorities	Monitor data for parents engaged at the school	<ul style="list-style-type: none"> <li>PTA mtgs</li> <li>SAC mtgs</li> <li>ELL nights</li> <li>Open Houses</li> <li>Parent volunteers</li> </ul>	Community Family Liasion	Teachers Parents Community Family Liasion	monthly	<ul style="list-style-type: none"> <li>Minutes</li> <li>Objectives completed</li> </ul>



## Conditions for Learning

### Climate and Culture

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance in school-wide behavior is 10% of the teachers are using RP strategies. We expect our performance level to be 70% by end of the 2019 school year.
2. The problem/gap in behavior performance is occurring because minimum staff was trained in RP.
3. If an official program, as evidenced by number of RP conversations/strategies occurring. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by PLC and SBLT minutes.

**5. SMART GOAL:**

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 1.1 to .8, as measured by referral risk per student on student profiles.

**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.
- Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> <li>• Principal, Sharon Beckett, Debbie Cascone and Dina Kelley</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool till end of October 2018</li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• June 4,5,6 2018</li> </ul>
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>• MTSS/ RP Team</li> </ul>	<ul style="list-style-type: none"> <li>• June 18, 19 2018</li> </ul>
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool till end of October 2018</li> </ul>
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>• Team leaders, MTSS/RP team, guidance and Administration</li> </ul>	<ul style="list-style-type: none"> <li>• monthly</li> </ul>
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> <li>• CST</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>





<p><i>Update school-wide plan on a monthly basis.</i></p> <ul style="list-style-type: none"> <li>• <i>Celebrate areas of growth</i></li> <li>• <i>Update strategies for areas of improvement</i></li> </ul>	<ul style="list-style-type: none"> <li>• MTSS/RP team, administration and SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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**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
RP training	All teachers, AP, Principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
MTSS training	MTSS team, AP, Principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## B. Conditions for Learning: Attendance

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

1. Our current attendance rate is 96%. We expect our performance level to be 97% by May 2019.
2. The problem/gap in attendance is occurring because families do not understand the importance of being in classes.
3. If an IAC meeting was required after 15 days of absences would occur, the problem would be reduced by 1%.
4. We will analyze and review our data for effective implementation of our strategies by number of IAC meetings schedule based on CST recommendations.

### 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 4% to 3%, as measured as measured by attendance dashboard.

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

- Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
- Choose Attendance Strategy
- 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.	Team Leaders	PLCs biweekly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker	CST biweekly
Develop and implement attendance incentive programs and competitions.	Team Leaders	Quarterly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Guidance Counselors	Ongoing-parent conferences
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Biweekly meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	Biweekly at CST 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
Review of attendance procedures	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Review of field trip procedures	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Academic 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.



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 66% of students making learning gains, as evidenced in FSA 2018.
2. We expect our performance level to be 77% by FSA 2019.
3. The problem/gap is occurring because lack of questions for all students.
4. If a defined planning process 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 all students achieving ELA learning gains will increase from 66% to 77%, as measured by FSA 2019.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
PLCs where teachers work on ways to utilize questions to help students elaborate on content.	ELA teachers	biweekly
Teachers work on developing a common unit calendar by grade level.	ELA Dept Head	biweekly
Teachers will use past core connection prompts for practice.	All ELA dept	Monthly
Teachers will use the elements of an analytic paragraph in response to a text-dependent question.	All ELA dept	biweekly
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically re-reading complex text, writing speaking and listening.	All ELA dept	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
Training on writing analytic paragraph in response to a text-dependent question.	ELA teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on Elaborating techniques.	ELA teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 72% making learning gains, as evidenced in FSA Math.
2. We expect our performance level to be 80% students making learning gains by May 2019.
3. The problem/gap is occurring because some students are dropping levels as the scale score moves up for the levels..
4. If learning gains would occur, the problem would be reduced by 8%.

**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 earning learning gains will increase from 72% to 80%, 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.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS).	Math Dept Head	biweekly
Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.	Math Dept Head	biweekly
Teachers monitor and provide feedback to students to support learning.	Math Dept Head	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
Training on block instructional guide	Block teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on student engagement in the classroom.	Math teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on providing feedback.	Math teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**C. Science Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 78% 8<sup>th</sup> graders scored at proficiency or above, as evidenced in SSA data.
2. We expect our performance level to be 82% by Spring 2019.
3. The problem/gap is occurring because collaboration in Cognitively-complex tasks for students is not occurring in all classrooms.
4. If collaboratively planned cognitively-complex tasks for students in all science classrooms would occur, the problem would be reduced by 4%.

**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 8th grade students scoring proficient or above in Science SSA data will increase from 78% to 82%, as measured by SSA Science 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.
- 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?
Training on lesson plan template offered by district	Sci. Dept Head	Preschool
Teachers work collaboratively to develop cognitively-complex tasks for students such as investigations that use focused note taking and techniques for student reflection and revision of work	Sci. Dept	Biweekly at PLCs
Teachers will attend trainings on new science materials to develop cognitively-complex tasks for students.	Sci Dept	Summer and biweekly at PLCs.
Teachers use the 5E model to support rigor in the classroom using the new Discovery Education resources.	Sci. Dept.	Biweekly at PLCs

**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
Lesson plan template training	All teachers preschool	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Discovery Education resource follow up trainings in PLC	All science teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Complex task training	All science teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**D. Social Studies Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 96% scoring at a level 3 or higher, as evidenced in the 2018 Civics EOC.
2. We expect our performance level to be between 90% and 96% scoring at a level 3 or higher by the 2019 Civics EOC.
3. The problem/gap is occurring because students are lacking exposure to a variety of primary source documents at varying complexities throughout the year..
4. If exposure to a variety of primary source documents would occur, the problem would be reduced by maintaining or exceeding a performance level of 96% scoring at a level 3 or higher.

**5. SMART GOALS:**

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

The percent of 7th grade students achieving social studies proficiency will increase from 96% to 98%, as measured by the 2019 Civics EOC.

**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.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use inquiry strategies as part of WICOR	SS dept	biweekly
Use the 5 phases of Focused Note Taking with students.	SS dept.	biweekly
Administrators will look for a variety of work on primary source documents at varying complexities during walkthroughs.	Admin.	biweekly
Provide students with exposure to a variety of primary source documents at varying complexities throughout the year.	SS dept	biweekly

**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
Teachers will attend WICOR training	All social studies teachers.	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teachers will attend training on Focused Note Taking.	All social studies teachers.	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teachers will work in PLC to see what primary source documents at varying complexities looks like in the classrooms.	All social studies teachers.	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input 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 out of 6 modules, as evidenced in the Healthy Schools Program Framework.
2. We expect our performance level to be eligible for bronze or silver by April 2019.
3. The problem/gap is occurring because fundraising options and lack of physical activity outside required PE class..
4. If our healthy school team can monitor the implementation of the administrative guidelines for wellness would occur, the problem would have a greater opportunity to qualify for recognition.

**5. SMART GOALS:**

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

6. Our school will be eligible in 4 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
7.  Enhance staff capacity to identify critical content from the Standards in alignment with district resources.  
 Choose Strategy  
 Choose Strategy

**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?
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 and Parent.	Asst. Principal	Aug. 2018
Complete Healthy Schools Program Assessment	Healthy School Team	Aug 2018-Sept. 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	Sept. 2018

9. **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

**10. 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 Training plc	Healthy schools committee	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





**G. Career- and College -Readiness**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 78%, as evidenced in MS Acceleration cell.
2. We expect our performance level to be 85% by May 2019.
3. The problem/gap is occurring because not all level 3 students were scheduled into an algebra class.
4. If we schedule the students into a block class the increase in participation would occur, the problem would be reduced by 7%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students earning credit for acceleration coursework will increase from 77% to 89%, as measured by qualifying scores course credit scores and/or industry certifications earned.

The number of 8th grade students participating and scoring proficient in Alg 1 honors classes and Geometry classes in the acceleration cell will increase from 78% to 85%, as measured by school grade acceleration cell.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- 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?
Level 3 students not going directly into Hn Alg will be placed into the block of prealg and Hn Alg	Administation, DMT and Math dept	August 2018
ELP services will be restructured to assist students needing extra help.	Math dept	Ongoing
Teachers will attend training offered by the district regarding the pacing of the block class of pre alg and HN Alg.	Math block teachers	August 2018, as needed.

**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
Block training at DWT	Block math teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**H. STEM**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 55%, as evidenced in school data.
2. We expect our performance level to be 80% by May 2019.
3. The problem/gap is occurring because lack of understanding of how to incorporate STEM activities.
4. If understood STEM activities an increase would occur, the problem would be reduced by 35%.

**5. SMART GOALS:**

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

The percent of all students participating in STEM activities will increase from 55% to 80%, as measured by as measured by school data.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Maintain an after-school STEM academy to increase access to STEM content for students.	STEM Teacher	weekly
Ensure opportunities to practice, demonstrate and apply appropriate domain-specific vocabulary when communicating science, technology, engineering and mathematical content.	All science, math, art and technology teachers.	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
Stem Academy training	Stem Teacher	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Lesson planning training on district template	All teachers and administration	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**I. Graduation Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is only 2 students had to attend summer bridge to be promoted, as evidenced in student final grades.
2. We expect our performance level to be 0 by May 2019.
3. The problem/gap is occurring because students needing to take ELP are not staying for the recovery classes.
4. If more students attending would occur, the problem would be reduced to 2 students.

**5. SMART GOALS:**

EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The number of all students needing course recovery will decrease from 2 to 0, as measured by student final grades.

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

- Intensify focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.
- Strengthen staff ability to engage students for on-track promotion throughout middle school.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will continue to offer ELP and enrichment classes for students needing extra help and/or level 1 / 2 students.	Administration, ELP/Enrichment 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
Software for recovery of classes.	ELP Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**Subgroups**

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

**DATA SOURCES TO REVIEW:**

**REFLECTION:**

1. Our current level of performance is 60% are proficient, as evidenced in FSA ELA proficiency scores.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because lack of black students understanding their own data.
4. If monthly data chats would occur, the problem would be reduced by 10%.

**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 scoring as proficient in ELA will increase from 60% to 70%, as measured by FSA ELA proficiency data.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> 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 <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Activities documented in lesson plans.</li> </ul>
Student Achievement	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Data chats for reading/ELA classrooms.</li> <li>• Increase in reading data results for black students.</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Increased ELA proficiency</li> </ul>
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Consistent expectations among teachers.</li> </ul>
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Training for teachers on interventions.</li> </ul>
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants.	<ul style="list-style-type: none"> <li>• Additional black applicants for open positions.</li> </ul>



## Subgroup Goals

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Data chats monthly with black students in reading classrooms.	Reading / ELA teachers	monthly

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 on RI, iReady, Teen Engagement and Rd 180 data	Reading teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Core connections	ELA/Reading teachers	<input checked="" 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



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 44% of ESE students scoring a level 3 or higher, as evidenced in FSA Achievement Scores.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because lack of student independence.
4. If students advocate for their academic needs, the problem would be reduced by 6%.

**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 scoring level 3 or higher will increase from 44% to 50%, as measured by FSA proficiency scores.

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.

Choose Strategy

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?
Gradually fade supports to promote student independence.	<b>VE Specialist</b>	<b>monthly</b>

**2. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training for teachers to assist them how to gradually fade support.	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> 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 this will be baseline data, as evidenced in lack of no data for Spanish family outreach meetings since this is a baseline year and new outreach for the school.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because never has been scheduled prior.
4. If parent meetings in Spanish would occur, the problem would be reduced by 50%.

**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 hispanic students scoring at 3 or above on the FSA will increase from 28% to 40%, as measured by FSA proficiency data.

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.)*

- Strengthen school processes for engaging ELL students and families through meaningful communication.
- 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?
Coordinate monthly parent meetings (Community outreach) in Spanish.	Administration, Guidance, District Community Outreach for ELL.	Monthly
Communicate meetings to families.	Administrators	Monthly
Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff.	All teachers	Ongoing daily

**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
		<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



## E. Gifted (As appropriate, based on school data)

### DATA SOURCES TO REVIEW:

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

1. Our current level of performance is 83%, as evidenced in FSA ELA.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because more real world problem solving that incorporate critical and creative thinking are needed..
4. If more real world problem solving strategies would occur, the problem would be reduced by 7%.

### 5. SMART GOALS:

EXAMPLE: The percent of gifted students achieving level 4 or 5 will increase from 77% to 89%, as measured by FSA.

The percent of gifted students scoring a 4 or 5 on FSA ELA will increase from 83% to 90%, 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 to gifted learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Strengthen staff ability to engage students in complex tasks.
- 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?
Cluster group gifted and talented students so that the process of differentiating is more effective for gifted learners.	Administration, DMT, Guidance	Aug. 2018
Offer gifted learners opportunities for real world problem solving that incorporate critical and creative thinking	Gifted teachers, gifted teachers in science and gifted teachers in math	Ongoing, Aug. 2018- May 2019

### 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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3





## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Planner</li> <li>Progress reports for all students.</li> <li>Parent conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Guidance counselors</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as needed.</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Clever</li> <li>Planner in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Tech Coordinator</li> <li>Guid</li> </ul>	<ul style="list-style-type: none"> <li>monthly</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Parent conferences</li> <li>SAC meetings</li> <li>PTA Spanish meetings</li> </ul>	<ul style="list-style-type: none"> <li>Guidance</li> <li>Administratiron</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as needed</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Parent meetings</li> <li>Community and family liaison</li> <li>Parent volunteer time instead of PTA/SAC mtg.</li> <li>PTA Spanish meetings</li> </ul>	<ul style="list-style-type: none"> <li>CIA</li> </ul>	<ul style="list-style-type: none"> <li>monthly</li> </ul>

### 5. MONITORING:

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

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Clever Training	Teachers, guidance, parents, support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborating for Success Training	Select Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Colleen	Chapman	White	Parent
Jeanne	Andrews	Black	Teacher
Nina	Fernandez	Hispanic	Teacher
Cynthia	Szirmai	Asian	Teacher
Amy	Sohoski	White	Support Employee
Robert	Urich	White	Parent
Maricela	Garcia	Hispanic	Parent
Susan	Gilbert	White	Parent
Stephanie	Joyner	White	Principal
Tameka	Baker	Black	Parent
Joshua	Squires	Hispanic	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

## SAC COMPLIANCE

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

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

A new SAC committee is being elected in August 2018, once the new 6<sup>th</sup> grade families are on board.

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

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



## BUDGET / SIP FUNDS

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

*Budgeted amounts are approximations.*

Budget Categories		Amount
<b>1.</b>	<b>Academic Support</b>	<b>\$ [Insert amount for category]</b>
	SIP and curriculum writing	1000
	Marzanno materials	500
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ [Insert amount for category]</b>
	RP materials	400
	[Describe each support on a separate row]	[Insert Amount]
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ [Insert amount for category]</b>
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4.</b>	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	<b>\$ [Insert amount for category]</b>
	Travel for conferences/PD	1500
	[Describe each type on a separate row]	[Insert Amount]
<b>5.</b>	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	<b>\$ [Insert amount for category]</b>
	TDEs for observations	400
	Stipends for trainings	600
<b>6.</b>	<b>Other (please list below)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL</b>		<b>4400</b>