School Improvement Plan
SY 2018-19

CROSS BAYOU ELEMENTARY SCHOOL

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

Table of Contents

Continuous Improvement

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

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

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

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

⬡   **A. Vision and Direction**

School Profile

Principal:	Katherine Wickett	SAC Chair:	Jennifer Geiger

School Vision	100% Student Success. All students will make at least 1 year of academic growth each year.

School Mission	Cross Bayou Elementary will provide a caring and success oriented learning environment that enables each child to become a respectful, responsible and motivated lifetime learner through a collaborative effort among students, staff, and the community. Our School Motto that students can say that supports our school mission is: Come Prepared Be Responsible Exhibit Kindness Show Respect

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
461	46	63	81	14	256	1

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	40	42	55	57	57	44						
Learning Gains All	40	55	58	63								
Learning Gains L25%	44	65	40	47								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Katherine	Wickett	FT	4-10 years
Assistant Principal	Eileen	Stull	FT	4-10 years
Equity Champion	Lisa	Curzio-Blake	FT	11-20 years
Climate and Culture	Cheryl	Sinks	FT	11-20 years
ESE	Melissa	Hebbeler	FT	11-20 years
Kindergarten	Michael	Scheidt	FT	11-20 years
1st grade	Tracy	Beatty	FT	1-3 years
2nd grade	Vivian	Caldea	FT	11-20 years
3rd grade	Carisa	Fisher	FT	11-20 years

4th grade	Lynette	Jones	FT	20+ years
5th grade	Brandi	Rosenbluth	FT	11-20 years

Total Instructional Staff:	**44**		**Total Support Staff:**	**35**	

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: implementing cognitively complex tasks

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support implementing cognitively complex tasks , then the percent of all students achieving satisfactory or above will increase from 40% to 54% in ELA data and 55% to 62% in Math data.

2. Priority 2: Culturally Relevant Teaching

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students achieving satisfactory or above will increase from 40% to 54% in ELA data and 55% to 62% in Math data.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving satisfactory or above will increase from 40% to 54% in ELA data and 55% to 62% in Math data.

C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT (using MTSS Framework)	All Priorities	*Monitor instructional implementation of grade-level standards to increase student FSA proficiency*	• *Training on Lesson Planning Resources,* • *PLC agendas*	*Principal*	*Assistant Principal Grade level team leaders*	*Monthly on Thursday's*	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language* • Iobservation walk through data
2.	Tier 3 Problem-solving Team	All Priorities	To provide support for students who demonstrate the need.	• Analyzing data to identify Tier 3 students • Implement the Tier 3 process	MTSS coach	Principal Assistant Principal Social worker CED School	Weekly on Thursdays	• Agendas • Meeting minutes • PSW, PBIP, FBA

	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
				• Communicate with families and staff as the process moves forward		Psychologist		
3.	Equity Team	All Priorities	To provide support to teachers on implementing Culturally relevant instruction	• Provide PD during Staff meetings • Administration team monitoring plans	Equity Champion	Principal Assistant Principal MTSS coach ESE teachers Equity Cohort	Monthly on Tuesdays	• Agenda • Meetings minutes • PD Calendar
4.	Child Study Team	All Priorities	Monitoring attendance rates for students missing 10% or more during the school year.	• Letters being sent home for documentation of parent contact • Contacting or meeting with parents to problem solve attendance issues • Retraining teachers on attendance procedures	Assistant Principal	Social Worker District Attendance coordinator	Bi-weekly on Thursdays	• Minutes from meetings • PSW for attendance
5.	Math Cohort II	Priority 1	To improve number of students performing proficient in math	• Team will attend district workshops	District math Supervisor, Administrative school based team,	Assistant Principal Teacher representing gradesK-1,	Aug 1, then throughout the school year	• Teacher lesson plans • Scheduled visit to classrooms • Walk through data

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			to develop teachers who provide cognitively complex math tasks	• Provide training to teams • Open classrooms for visitation		2/3, 4/5, plus former math coach		•
6.	Literacy Leadership Team *Same as SBLT*	Choose an item.		•				•
7.	PBIS Team	Priority 2	To provide support to teachers on implementing Restorative Practice/SEL	• Provide training to staff • Open classrooms for visitation to observe best practices	PBIS Team	All classroom teachers and PBIS Team	Monthly meetings throughout the year	• PD calendar • Agenda minutes • Walk-through data
8.	Family Engagement Team	All Priorities	To involve parents in supporting their child's education and helping them understand the importance of their role in the school	• Monthly Family Engagement activities	Administrators PTA/SAC	Parents Staff Students	At a monthly event (either am or pm)	• Event Calendar • Agenda • Participation Surveys

Goals

Instructions

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

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

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

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

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

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

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

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

Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is <u>55 students received referrals during the 17/18 school year</u> . We expect our performance level to be <u>45 students or less receiving referrals</u> by <u>the end of the 18/19 school year.</u>

2. The problem/gap in behavior performance is occurring because <u>we need consistency in school-wide behavior language and implementation</u>.

3. If <u>daily use by all staff of the Mindfullness program</u> would occur, the problem would be reduced by <u>20%</u>, as evidenced by <u>the creaton of consistent school-wide behavior,</u> as evidenced by <u>research on social-emotional learning</u>.

4. We will analyze and review our data for effective implementation of our strategies by <u>monitoring the number of referrals each month and the types of referrals to determine where we need to strengthen our implementation of restorative practices</u>.

5. **SMART GOAL:**

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

The <u>number</u> of <u>all</u> students <u>receiving referrals</u> will <u>decrease</u> from <u>55</u> to <u>45</u>, as measured by <u>the end of the year ODR data from the School Profile Dashboard</u>.

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.

☐ Choose Climate and Culture Strategy

☒ 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?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Principal, Kathy Wickett • Assistant Principal, Eileen Stull • MTSS Coach, Cheryl Sinks	• June 18-19, 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• DHH Social Worker, Lisa Curzio-Blake	• July 16-18, 2018
Develop school-wide roll-out and development plan of RP/SEL.	• PBIS Team	• August 3 (3 hrs), August 6 (3 hrs),

		Additional 6 hours will be completed at Staff and PD meetings during the months of August, Sept and Oct, 2018.
Conduct learning opportunities.	• PBIS Team	• Throughout the year at staff meetings/ monthly
Monitor and support staff for implementation with fidelity.	• PBIS Team • Administrative team	• Monthly PBIS meeting the 2nd Monday of each month
Review student and teacher data on monthly basis for trends and next steps.	• PBIS Team	• Monthly PBIS meeting the 2nd Monday of each month
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• PBIS Team	• Monthly PBIS meeting the 2nd Monday of each month

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
What is Culturally relevant teaching?	Instructional Staff – 44 participants	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Monthly PD to share new ideas as the teams learns them.	Instructional Staff – 44 participants	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Introduction to Restorative Practices	Instructional Staff – 44 participants	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Using Circles Effectively	Instructional Staff – 44 participants	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Better than Carrot's or Sticks Book Study	Instructional Staff – 44 participants	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is <u>94.2% for the 17/18 school year</u>. We expect our performance level to be <u>96% or higher for the 18/19 school year</u> by <u>the end of the 18/19 school year.</u>

2. The problem/gap in attendance is occurring because <u>not all families may not aware of the relationship between school attendance and academic success</u>.

3. If parents were made aware of this and incentives were provided for students who were at school daily, the problem would be reduced by <u>10%</u>.

4. We will analyze and review our data for effective implementation of our strategies by <u>reviewing our attendance dashboard data bi-weekly</u>.

5. **SMART GOAL:**

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

The <u>percent</u> of <u>all</u> students <u>missing more that 10% of school</u> will <u>decrease</u> from <u>18%</u> to <u>15%</u>, as measured by <u>attendance dashboard data</u>.

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

☐ Choose Attendance Strategy

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

☐ Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Assistant Principal	Pre- school
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.		
Develop and implement attendance incentive programs and competitions.	Assistant Principal	
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	All staff	Throughout the year
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Assistant Principal	Bi-weekly at CST meeting and then Monthly with SBLT
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST team	As needed
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Assistant Principal and attendance clerk	Daily and/or weekly
Enters all parent contacts about attendance issues under the parent log section in Focus.	Classroom teachers	As needed
Celebrate weekly those classes with high attendance rates (look 95-100%) on Morning News show.	Principal or Assistant Principal	Fridays
Recognize those students who have 100 percent attendance at Monthly Bobcat assemblies	Principal or Assistant Principal	Monthly

8.   MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Staff will receive training on how to code students correctly in Focus	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Review school policy and procedure on who is to contact parents after three absences.	All classroom teachers	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Receive training on how to record parent contacts in Focus under parent log.	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☒ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40% proficient , as evidenced in FSA assessments.
2. We expect our performance level to be 54% proficient by the end of the year.
3. The problem/gap is occurring because core instruction needs to be more student centered and rigorous.
4. If improvement in core instruction would occur, we could increase our percentage of students performing at or above a level 3 by 13%. .

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 40% to 54%, as measured by FSA.

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 ability to implement students-centered activities that are more rigorous.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide PD to strengthen teachers understanding of student centered activities and cognitively complex tasks	Principal and Assistant Principal	Preschool and throughout the year
Monitor lesson plans to see if they reflect the use of these strategies	Principal and Assistant Principal	weekly
Provide walk through feedback (actionable) that supports the improvement of these strategies	Principal and Assistant Principal	weekly
Use district coaches to support teachers who need lesson to be modeled to help with implementation and improvement	District coaches	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
Conduct cross grade level articulation of module work	All classroom teachers	☒ Priority 1, 3
Study the structures of the methods of instruction during Grade level PLC and curriculum meetings	All classroom teachers	☒ Priority 1, 3
Conduct whole school curriculum meetings to develop a common language of ELA instruction	ALL classroom teachers	☒ Priority 1, 3
Study the common ground between reading and writing	All classroom teachers	☒ Priority 1, 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>55%</u>, as evidenced in <u>FSA</u>.
2. We expect our performance level to be <u>65%</u> by <u>end of the year.</u>
3. The problem/gap is occurring because <u>our students are not engaged in complex tasks</u>.
4. If <u>students are engaged in complex tasks</u>, the problem would be reduced and we would see a 10% increase in the number of students score at or above a level 3 on FSA .

5. **SMART GOALS:**

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

The <u>percent</u> of <u>all</u> students <u>achieving math proficiency</u> will <u>increase</u> from <u>55%</u> to <u>65%</u>, as measured by <u>FSA</u>.

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?
Join the District Math Cohort 2	Principal and Assistant Principal	May of 2018
Create the Cohort Team	Assistant Principal	May of 2018
Attend Summer training of administrators on supporting rigorous math instruction	Assistant Principal	June of 2018
Develop Math PD for school year that addresses the two strategies	Cohort team	August of 2018
Administrative team monitors math instruction through weekly walk throughs	Administrative team	All year
Add math specific training to Schoolwide PD calendar	Administrative team	August of 2018
Create math classrooms for teachers to visit and observe quality math instruction	Administrative team	October of 2018

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Schoolwide curriculum meetings with a focus on these cognitively complex tasks in math. Teachers will engage in tasks to experience what their students will.	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Cohort attend district meetings and being back information to all other teams.	Cohort 2 team	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Monthly grade level PLC's with a focus on math instructional strategies specific to each grade	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Conduct Vertical Articulation guide training three times during the year to address key math strands	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is <u>57%</u>, as evidenced in <u>FSA</u>.
2. We expect our performance level to be <u>70%</u> by <u>the end of the year.</u>
3. The problem/gap is occurring because <u>our students in the bottom 25% in both reading and math are scoring level 1 and 2 in science</u>.
4. If <u>the reading and math scores</u> would improve for our bottom 25%, the level 1 and 2 scores in science would be reduced by <u>at least 25%</u>.

5. **SMART GOALS:**

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

The <u>percent</u> of <u>all</u> students <u>achieving science proficiency</u> will <u>increase</u> from <u>59%</u> to <u>70%</u>, as measured by <u>FSA</u>.

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?
Provide PD to develop an understanding of complex task in the area of science.	Administrative team	Throughout the year
Identify the bottom 25% of our students in reading and math.	Administrative team and classroom teachers	AUGUST 2018
Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary	Administrative team and classroom teachers	Monthly
Teachers use the BOAST vocabulary academic gaming strategies	Teachers	Year long
Develop a 5th grade review plan that supports the data from the 3-4 grade diagnostic assessment	Administrators and teachers	August and December
Monitoring of all assessment in science both core and Lab. Looking at bottom 25 % for growth	Administrators	On going

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
Grade level PLC for 5th grade to develop review plan based on diagnostic assessment	Admin team and 5th grade teachers	☒ Priority 1 ☒ Priority 2

		☒ Priority 3
Curriculum meetings to review 10/70/20 routine with emphasis on the reflection of learning piece.	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Grade Level PLC's to analyze science assessment data and student understanding of vocabulary.	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Schoolwide curriculum meetings with a focus on these cognitively complex tasks in science. Teachers will engage in tasks to experience what their students will.	All classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5 out of 6 modules in bronze, as evidenced in the Alliance for a Healtiher Generation, Healthy Schools Program Framework.

2. We expect our performance level to be 6 out of 6 modules in bronze by April 2019.

3. The problem/gap is occurring because we need to have more family and community involvement in our Healthy School goals.

4. If including a parent on our Healthy School Team would occur, our school would have a greater opportunity to be eligible for recognition.

5. **SMART GOALS:**

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

Our school will be eligible for 6 out of 6 modules for bronze recognition by April 2019 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

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

☐ **Adding a parent to our Healthy School Team to be able to increase our family involvement in our implementation of Heatly School Modules**

☐ 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?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to : PE teacher, classroom teacher, wellness champion, administrator, cafeteria manager, parent and student.	Principal	August 2018
Attend district-supported professional development	Healthy School Team	August 2018 – April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School Team	Complete by April 1, 2019

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

☐ Priority 1   ☐ Priority 2   ☐ Priority 3   ☒ Other

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training – component #19545	Healthy School Team Members	☒ Other Priority
Healthy Schools Team A: Assessment – component #19534	Healthy School Team Members	☒ Other Priority
Healthy School Program B: Smart Snack in School – component #19549	Healthy School Team Members	☒ Other Priority

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>70% of the students who participated STEM scored Level 3 or above in Math and Science assessment</u>, as evidenced in <u>FSA scores in Math and Science</u>.

2. We expect our performance level to be <u>80% of the students participating in STEM to score Level 3 or above in Math and Science</u> by <u>the FSA assessments</u>.

3. The problem/gap is occurring because <u>some students with an interest in participating STEM also need to participate in Extended Learning for academic support</u>.

4. If <u>STEM teachers were able to scaffold the learning of the lower performing students</u> then, the problem would be reduced by <u>giving students the opportunity to participate STEM and still receive academic support</u>.

5. **SMART GOALS:**

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

The <u>percent</u> of <u>all</u> students <u>scoring 3 or above in Math and Science assessment</u> will <u>increase</u> from <u>70%</u> to <u>80%</u>, as measured by <u>FSA scores in Math and Science</u>.

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

☒ 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

☐ 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?
Use Math and Science data to group students during STEM so the STEM teachers can scaffold those who need more support	STEM teachers	During the year

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

☒ Priority 1 ☐ Priority 2 ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Math training for developing cognitively complex math tasks	All classroom teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>28% of black students achieving Level 3 or above</u>, as evidenced in <u>ELA FSA data</u>.
2. We expect our performance level to be <u>50% or more black students to achieve a Level 3 or above in reading</u> by <u>the end of the year.</u>
3. The problem/gap is occurring because <u>some of our black students need the academic content presented in different ways</u>.
4. By implementing <u>culturally relevant teaching strategies</u>, the number of black students achieving a level 3 or above on the ELA FSA would increase through greater understanding of the academic standards.

5. **SMART GOALS:**

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

The percent of black students achieving level 3 or higher in reading will increase from 28% to 50%, as measured by ELA FSA 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	☒ 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. ☐ Choose Strategy ☐ Choose Strategy	• Increase the percentage of black students achieving Level 3 on FSA and making learning gains
Student Achievement	☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☒ Partner with families to monitor usage of digital resources that are provided beyond the school day.	• For students to respond to culturally relevant practices that will increase their understanding of content and will be evident in increased scores. • For students to have additional learning time at school to increase academic achievement. • For all black students to participate in the Connect for Success computer take home program through Title 1.
Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Increase the number of black staff members we have that work with families and students.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide training and ongoing support on Culturally Relevant Strategies for teachers.	Equity Champion and Cohort	Monthly
Invite all black students who are in need of additional time on academic tasks to participate in Extended Learning opportunities.	Extended Learning Coordinator	At the beginning of the year and then ongoing if new students come to Cross Bayou.
Personally contact all families of black students to participate in the Connect For Success take home computer program.	Connect for Success Liaison	At the beginning of the year and then ongoing if new students come to Cross Bayou.

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Relevant Teaching	All classroom teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 25% of ESE students are proficient in ELA, as evidenced in ELA FSA data.
2. We expect our performance level to be 30% or more ESE students proficient in ELA by the end of the school year.
3. The problem/gap is occurring because ESE students need more exposure to cognitively complex tasks with scaffolded support.
4. If ESE teachers and classroom teachers us cognitively complex tasks with their ESE students then, the problem would be reduced by 20%.

5. **SMART GOALS:**

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

The percent of ESE students achieving ELA proficiency will increase from 25% to 30%, as measured by ELA FSA 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 ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

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

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?
Implement a process for placing students requiring ESE service in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	MTSS team Administrators	Before school starts
Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems	ESE teachers	All school year
Use evidence-based practices for student with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE teachers	All school year

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
Math training in developing cognitively complex tasks	ESE teachers	☒ Priority 1 ☐ Priority 3
Tier 3 problem solving to match the right intervention to support the student need as reflected in the IEP	ESE teachers	☒ Priority 1 ☒ 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 <u>11% of our ELL students are proficient in ELA</u>, as evidenced in <u>ELA FSA data</u>.
2. We expect our performance level to be <u>25% or more ELL students proficient in ELA</u> by <u>April 2019.</u>
3. The problem/gap is occurring because <u>ELL students need to have instruction based on their language proficiency levels as evidenced in Access 2.0</u>.
4. If <u>instruction based on language proficiency levels for ELL students</u> would occur, their performance in ELA would increase by <u>50%</u>.

5. **SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 11% to 25%, as measured by ELA FSA 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.)*

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Articulate the process and procedures for scheduling ELL students in clusters to maximize instructional support and ensure all teachers are aware of the ELL student in their classes	Administrators	August 2018 and throughout the year as new ELL students are enrolled
Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.	Administrators	August and September 2018

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
Provide training on how to read and utilize the data from WIDA Ellevation reports for teachers	Classroom teachers with ELL students	☒ Priority 1
Provide training for teachers/bilingual assistants on the ELL vocabulary routine to help students acquire confidence in English vocabulary	Classroom teachers will ELL students and bilingual assistants	☒ Priority 1

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>33% of our boys are proficient in ELA, which is 15% lower than the girls who are proficient in ELA</u>, as evidenced in <u>ELA FSA scores</u>.

2. We expect our performance level to be <u>43% or higher</u> by <u>April 2019.</u>

3. The problem/gap is occurring because <u>our boys need more opportunities use different learning modalities to process information, including kinesthetic strategies</u>.

4. If <u>providing culturally relevant strategies</u> would occur, the problem would be reduced by <u>25%</u>.

5. **SMART GOALS:**

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

The percent of male students achieving ELA proficiency will increase from 33% to 43%, as measured by ELA FSA.

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

☒ Teachers utilize culturally relevant teaching.
☐ 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?
Provide Culturally Relevant training to teachers	Equity Team	During staff meetings
Identify male students who are struggling and support teachers in creating a plan to address the individual needs of these students	Equity Team and classroom teachers	August 2018 and ongoing throughout the year
Create a bank of choices that male students can choose from to show their understanding of concepts	Equity Team and classroom teachers	During PLC's

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
Provide Culturally Relevant Teaching training	All classroom teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>69% of our gifted students scored a level 4 or 5 in ELA</u>, as evidenced in <u>ELA FSA</u>.
2. We expect our performance level to be <u>80% or higher</u> by <u>April 2019.</u>
3. The problem/gap is occurring because <u>some of our gifted students are not given the opportunity to transfer their knowledge by having cognitively complex tasks presented to them</u>.
4. If <u>gifted students were presented with cognitively complex task more often</u>, the problem would be reduced by <u>11%</u>.

5. **SMART GOALS:**

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

The <u>percent</u> of <u>gifted</u> students achieving Level 4 or 5 in ELA will <u>increase</u> from <u>69%</u> to 80%, as measured by ELA FSA in 2019.

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

☒ Strengthen staff ability to engage students in complex tasks.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Incorporate opportunities for gifted learners to "transfer" knowledge using a variety of objectives and products	Gifted teacher Classroom teachers	Daily in classrooms and weekly in gifted classroom
Gifted students are aware of which gifted goals are included on their EP and track their progress	Gifted Teacher	Weekly during gifted class
Gifted teacher shares "Florida Gifted Frameworks" with school staff	Gifted Teacher	During Staff Meeting

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 teacher shares "Florida Gifted Frameworks" with school staff	Classroom teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Conferences • Information given at Open House • Agenda book use for daily communication • Online gradebook that parents can access in FOCUS • Monthly school newsletter • Classroom newsletters/communications	• Classroom teachers	• Throughout the school year
2. Provide academic tools to families in support of their students' achievement at home.	• Monthly parent events that engage parents in understanding curriculum (parents will get to practice strategies to use at home) • Connect for Success (computer take home program)	• Administrators/teachers/PTA • CFS coordinator	• Throughout the year
3. Purposefully involve families with opportunities for them to advocate for their students.	• Monthly Family Events • PTA/SAC • IEP meetings • RtI meetings	• Administrators/teachers • PTA board/SAC Committee • VE teachers • MTSS Coach	• Throughout the year
4. Intentionally build positive relationships with families and community partners.	• Family events tied to PTA/SAC meetings • Website • Monthly Newsletter • Transition to Kindergarten event • Concerts • Annual Carnival with community booths • Parent Surveys	• Administrators/teachers • Website manager • PTA board/SAC Committee	• Throughout the year

5. **MONITORING:**

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

6. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Family events with a curriculum focus	Parents and staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PTA/SAC meetings	Monthly meetings	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Encourage professional training such as: Collaborating Success, High Impact Classrooms, Family Friendly Training, etc	Parents and staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Katherine	Wickett	White	Principal
Jennifer	Geiger	White	Teacher
Michelle	Baxter	White	Support Employee
Nga	Luong	Asian	Parent
Leah	Tassillo	White	Parent
Melissa	Perez	Hispanic	Parent
Key	Washington	Black	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

☐ Yes, Committee Approval Date: Click or tap to enter a date.   ☐ No
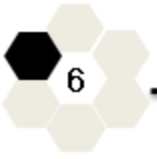
BUDGET / SIP FUNDS

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

Budget Categories	Amount
1. **Academic Support**	$ **[Insert amount for category]**
[Describe each support on a separate row]	[Insert Amount]
[Describe each support on a separate row]	[Insert Amount]
2. **Behavioral Support**	$ **200.00**
Behavior Incentives	$200.00
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	$ **500.00**
Better Than Carrots or Sticks books for book study	$500.00
[Insert materials on a separate row]	[Insert Amount]
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **[Insert amount for category]**
[Describe each type on a separate row]	[Insert Amount]
[Describe each type on a separate row]	[Insert Amount]
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ **1700.00**
TDE's for teachers to observe best practices and collaborative planning	$1600.00
Stipends for trainers	$100.00
6. **Other** *(please list below)*	$ **[Insert amount for category]**
[Describe each on a separate row]	[Insert Amount]
[Describe each on a separate row]	[Insert Amount]
TOTAL $ **$2400**	