School Improvement Plan
SY 2018-19

CURLEW CREEK ELEMENTARY SCHOOL

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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:	Kathy Brickley	SAC Chair:	Bob Cliff

School Vision	100% Student Success

School Mission	The **mission** of Curlew Creek Elementary is to prepare students for Middle School, High School, College and Career by fostering positive relationships while providing rigorous and engaging learning experiences.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
669	27	30	92	35	484	1

School Grade	2018: C	2017: A	2016: B	Title I	NO

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	56	70	72	77	64	71						
Learning Gains All	39	54	63	72								
Learning Gains L25%	29	44	38	53								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Kathleen	Brickley	FT	1-3 years
Equity Champion	Christine	Ekstrom	FT	Less than 1 year
ESE	Yadira	Radcliffe	FT	1-3 years
ELL	Heather	Pope	FT	4-10 years
Climate and Culture	Michelle	Brooks	FT	4-10 years
Team Leader	Emily	Bell	FT	4-10 years
Team Leader	Melissa	Essex	FT	4-10 years
Team Leader	Kori	Major	FT	11-20 years
Team Leader	Tracey	Miller	FT	20+ years
Team Leader	Danielle	Zervios	FT	4-10 years
Team Leader	Stacey	Grant	FT	4-10 years
Assistant Principal	Reva	Faust	FT	20+ years
Total Instructional Staff:	**11**		**Total Support Staff:**	**1**

⬡   **B. Improvement Priorities**

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

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

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1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase by 10% in ELA, Math, and Science.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered learning with rigor , then the percent of all students achieving proficiency will increase by 10% in ELA, Math, and Science.

3. Priority 3: Formative assessment with a focus on differentiated instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment, then the percent of all students making learning gains will increase to at least 50% to in ELA, Math, and Science.

⬡ **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*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading*	*List the titles of those who participate on each*	*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	Monitoring student performance to increase FSA student proficiency	• Meeting with grade level teams • Problem solving Tier 1 data results • Analyzing relevant data points • Supporting teachers with interventions for tier 2 students	Principal	Assistant Principal School Counselor School Psychologist Social Worker Grade Level Teams	Weekly on Tuesdays	• Tier 2 data • Intervention plans • Fidelity checks for intervention • Lesson plans
2.	Tier 3 Problem-solving Team	All Priorities	Monitor instructional and intervention implementation to increase learning gains	• Problem solve Tier 3 data results • Develop focused interventions for PSWs and FBAs • Monitor PSWs and FBAs • Update plans as reviewed	School Counselor	School Psychologist Social Worker Administrator	Based on FBA and PSW review dates	• Students are making progress on their Tier 3 intervention plan • Fidelity checks • Lesson plans
3.	Equity Team	All Priorities	Increase use of culturally relevant teaching strategies and intentional planning of strategies	• Promote teacher to teacher classroom visits to observe best practices • Modeling use of strategies	Lead Equity Champion	Additional trained equity champions	Monthly	• Observations • Feedback from administrator and/or classroom teachers

	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
			Increase use of restorative practices for SEL and content purposes					• Decrease in discipline referrals and office calls
4.	Child Study Team	All Priorities	Improve student attendance Support families Improve academics	• Incentive plans • Tier 2 and 3 intervention plans • Family conferences	Social Worker	Administrators DMT School counselor Attendance Specialist	Twice a month	• Collaborative partnerships with families • Students increase social/emotional awareness • Improve academics as seen in progress monitoring data
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Monitor standards based planning and instruction to increase student proficiency and learning gains	• PLC • Monthly team leader meetings • Data reviews and conduct related instructional planning • Monitoring school improvement team efforts	Team lead	Grade level teachers Administrators	Weekly on Tuesdays Monthly on first Monday	• Increase student progress as evident in data reviews • Agenda • Minutes
6.	Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).*	All Priorities	Increase ELA proficiency and learning gains	• Team meets monthly to focus on SIP ELA goal • Vertical articulation • Ensure availability of ELA materials	ELA goal manager	Grade level representatives	Monthly	• Minutes • Referendum plan • Purchase orders • Increased achievement and learning gains as evidence by MAP
7.	PBIS Team	Priority 1	Our desired outcome is to improve the school culture and climate by involving administration, faculty, staff,	• Reward positive behavior with the use of "coyote tickets" • Monitoring of tickets will be done by classroom	PBIS goal managers	PBIS Team	Throughout the day	• Weekly drawings for Coyote Store • Monthly report to PBIS Team on ticket total (highest for

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			students and their families to increase the number of positive behavior recognitions (coyote tickets) given to students to motivate students to improve behavior for the 2018-2019 school year.	teacher and PBIS Team. • Reward exemplary behavior and academics with a Star Student Certificate				primary and intermediate) will receive a class incentive. • Number of weekly Star Student Certificates
8.	Family Engagement Team	All Priorities	Increase family engagement with a focus on curriculum Ensure families are aware of academic expectations to increase student achievement	• Content area focus for every parent event that is held • The SIP content teams will collaborate with the CIA and PTA • Plan how to incorporate curriculum into each event	CIA/PTA	SIP teams	Monthly	• Parent event surveys • Agendas • Photograph of events • Newsletters/ website/scho ol messenger calls/Faceboo k page

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>8% of students have referrals</u>. We expect our performance level to be <u>reduced to 5%</u> by <u>May 2019.</u>
2. The problem/gap in behavior performance is occurring because <u>a lack of social/emotional learning (SEL)</u>.
3. If <u>increased restorative instructional practices</u> would occur, the problem would be reduced by <u>3%</u>, as evidenced by <u>discipline referrals.</u>
4. We will analyze and review our data for effective implementation of our strategies by <u>monthly data reviews of Level 2 incident reports and Level 3 referrals by the PBIS team.</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>percent</u> of <u>all</u> students <u>receiving referrals</u> will <u>decrease</u> from <u>8%</u> to <u>5%</u>, as measured by <u>referrals.</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.
☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.
☐ 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?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Johnetta Haugabrook	• June 25th and 26th 2018
Ensure at least one staff member attend and becomes isa certified Trainer of RP	• Michelle Brooks	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• RP team	• June 2018
Conduct learning opportunities.	• RP team	• 2018-2019 school year
Monitor and support staff for implementation with fidelity.	• RP team • Administrators	• 2018-2019 school year
Review student and teacher data on weekly basis for trends and next steps.	• Administrators	• 2018-2019 school year
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• PBS	• 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
Introduction to RP during pre-school	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Using circles effectively during first quarter	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 95%. We expect our performance level to be 97% by May 2019.
2. The problem/gap in attendance is occurring because there is a lack of understanding of the importance of school attendance .
3. If a stronger emphasis on understanding the importance of attendance would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by the end of each month.

5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 9% to 5%, as measured by daily attendance .

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

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

☐ 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.	School Counselor	Pre-school
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	2018-2019 school year
Develop and implement attendance incentive programs and competitions.	CST	2018-2019 school year
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST	2018-2019 school year

Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	2018-2019 school year
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	2018-2019 school year
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	Daily

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CST overview of the attendance process	All staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
PBS attendance incentives	All staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving): ELA FSA

1. Our current level of performance is 56% achievement, as evidenced in Spring 2018 ELA FSA [OBJ].
2. We expect our performance level to be 70% [OBJ] by Spring 2019.
3. The problem/gap is occurring because the interpretation of the modules are too subjective.
4. If teachers modify module reading instruction then deeper understanding of ELA standards would occur, the problem would be reduced by an increase in the number of students meeting/exceeding grade level standards.
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 gains will increase from 39% to 60%, as measured by FSA.

The percent of L25 students achieving ELA gains will increase from 29% to 50%, as measured by FSA.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines and students needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening.	Teachers	Daily during ELA Block
Teachers provide opportunities for students to practice the targeted skills through authentic independent or group activities (i.e. Book Clubs) with student accountability and teacher targeted actionable feedback.	Teachers/Students	Daily during ELA Block
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Teachers	Weekly during PLC
Utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of students.	Teachers	3 times/week during ELA Block
Teachers will utilize exemplars to set student expectations	Teachers	Daily
Teachers will develop and implement OPM's to use to drive intervention/reteach	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
Professional Learning Communities (PLCs)	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Jan Richardson's Guided Reading Routine	New Teachers, New-to-Grade-Level Teachers Teachers Needing Refresher	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Book Clubs	Grades 2-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
JIT Coach to help analyze FSA and MAP strand data and plan for next steps	Grades 1-5 Teachers	X Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>38% learning gains for L25 students</u>, as evidenced in <u>2018 Math FSA</u>.
2. We expect our performance level to be <u>50%</u> by <u>Spring 2019.</u>
3. The problem/gap is occurring because <u>differentiation is not occurring to meet the needs of all students</u>.
4. If <u>more intentional differentiation</u> would occur, the problem would be reduced by <u>an increase in the number of students making mathematical learning gains</u>.

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> L25 students <u>achieving a learning gain in Math</u> will <u>increase</u> from <u>38%</u> to <u>50%</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.)*

☒ 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?
Conduct regular PLCs (vertical and horizontal) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data	Teachers	Weekly during PLC
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	Teachers	Ongoing, throughout the year
Teachers will maintain a focus on implementing number sense strategies to support foundational math skills and to use as an ongoing assessment tool	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
Conduct regular PLCs (vertical and horizontal) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
JIT coach for Math (focus on number sense, math intervention, and enriched tasks)	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Math SIP Team will provide ongoing PD on Number Talks and new resource, THE COMMON CORE MATHEMATICS COMPANION	All 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>65%</u>, as evidenced in <u>FSA</u>.
2. We expect our performance level to be <u>75%</u> by <u>May 2019.</u>
3. The problem/gap is occurring because <u>of a lack of mastery of fourth grade standards prior to entering fifth grade</u>.
4. If <u>students came in to fifth grade having mastered the standards of third and fourth grade</u>, the problem would be reduced by <u>an increase in the number of students achieving proficiency on the FSA</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>5th grade</u> students <u>achieving science proficiency</u> will <u>increase</u> from <u>65%</u> to <u>75%</u>, as measured by <u>SSA</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 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?
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.	Fifth grade teachers	Beginning of the school year and the middle of the school year
Teachers utilize systemic documents (Science Learning Activity Guides, Teacher Resource Guides and Curriculum Guides etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards.	Teachers in grades 3 through 5	All year
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Teachers	All year
Monitor the Science Lab through walkthroughs and pre/post tests	Administrators	All 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
Professional Learning Communities (PLCs)	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Just In Time Coaches with a focus on rigorous science tasks	Teachers in grades 3 through 5	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3 out of 6 modules eligible for bronze/silver/gold, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by April 2019.
3. The problem/gap is occurring because the food at our spirit night establishments don't meet alliance guidelines.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. **SMART GOALS:**

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

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

    ☐ Choose Strategy

    ☐ 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?	Healthy School Team WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Healthy School Team	August 2018
Attend district-supported professional development	Healthy School Team	August 2018 – April 2019
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 2019

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

    ☒ Priority 1   ☐ Priority 2   ☐ Priority 3

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

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

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>16% level 1 ELA proficiency</u>, as evidenced in <u>FSA 2018</u>.
2. We expect our performance level to be <u>8%</u> by <u>May 2019.</u>
3. The problem/gap is occurring because <u>of a lack of differentiated instruction</u>.
4. If <u>an increase of differentiation</u> would occur, the problem would be reduced by <u>50%</u>.

5. **SMART GOALS:**

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

The <u>percent</u> of <u>all</u> students <u>achieving level 1 on the ELA FSA</u> will <u>decrease</u> from <u>16%</u> to <u>8%</u>, as measured by <u>FSA 2019</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.

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?
PLC to discuss data including student work samples, formative assessments and collaborate to problem solve	Team lead	Weekly
Teachers intentionally plan for and implement differentiation during ELA instruction	Teachers	Daily
Teachers monitor response to differentiation	Teachers	Daily
Teachers use Tier 1 data to plan and implement for Tier 2 interventions	Teachers	Weekly
Teachers monitor response to intervention and adjust accordingly	Teachers	Bi-weekly
3rd-5th grade teachers will be offered the opportunity to provide extended learning to their low achieving students	AP	Ongoing

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

    ☐ Priority 1   ☐ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Jan Richardson Guided Reading JIT coaching	New to grade level New to teaching Those needing refresher	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Istation tiered lessons		☐ 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 29% proficient on ELA FSA, as evidenced in FSA 2018.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because of a lack of culturally relevant instructional strategies.
4. If an increase in culturally relevant strategies would occur, the problem would be reduced by 21%.
5. **SMART GOALS:**

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

The percent of black students achieving proficiency on ELA FSA will increase from 29% to 50%, as measured by FSA 2019.

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

BTG Area	Strategies	Expected Impact and Results
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. ☐ Choose Strategy ☐ Choose Strategy	• Using the 6M framework will increase student proficiency on ELA FSA
Student Discipline	☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy ☐ Choose Strategy	• Full implementation of restorative practices resulting in decrease in disciplinary infractions
ESE Identification	☒ Ultilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• Few minority students will be referred for EBD services
Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Increase the hiring of minority teachers

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?
Utilizing the 6M framework during planning and instruction	Teachers	Ongoing
Teacher disaggregates student data to plan for remediation and enrichment	Teachers	Ongoing

Focused reading intervention based on MAP data and using the continuum to plan for mini lessons for small group	Teachers	Ongoing

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Equity and Excellence Cohort training	Interested teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Equity Champions train on culturally relevant strategies	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data Champions roll out MAP training	All 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 20% ELA FSA proficiency, as evidenced in FSA 2018.
2. We expect our performance level to be 50% ELA proficiency by May 2019.
3. The problem/gap is occurring because a lack of differentiation in the core.
4. If an increase of differentiation in the core would occur, the problem would be reduced by 30%.

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 20% to 50%, as measured by FSA 2019.

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

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

☐ 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?
Providing opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services	ESE resource lead teacher	Ongoing
Use evidence based practices with students with disabilities to teach foundational literacy skills as a pathway to grade level work	Teachers	Ongoing
Embed metacognitive strategies into content based instruction to teach students critical memory and engagement processes they can use to access retained and generalized important content	ESE resource teachers	Ongoing

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
Metacognitive Strategies	All teachers of students with disabilities in the general education classrooms	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

4 Subgroup Goals

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>14% proficient on ELA FSA</u>, as evidenced in <u>FSA 2018</u>.
2. We expect our performance level to be <u>50%</u> by <u>May 2019</u> .
3. The problem/gap is occurring because <u>ELL students are not being taught at the rigor of grade level standard</u>.
4. If <u>opportunities for meaningful participation in rigorous grade level work</u> would occur, the problem would be reduced by <u>36%</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 14% to 50%, as measured by FSA 2019.

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

☒ 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?
AP will work with BA to develop a schedule that prioritizes her support for individual ELL students with a focus on pushing into the classroom	AP	2018-2019 school year (ongoing)
Monitor the lesson planning and classroom implementation of effective lessons that engage ELLs in rigorous, standards based work, rich in language development (explicit vocabulary, specific language patterns and language form)	Administrators	2018-2019 school year (ongoing)
Teacher disaggregates student data to plan for remediation and enrichment	Classroom Teacher	2018-2019 school year (ongoing)
Focused reading intervention that targets ELL language development	Classroom Teachers	2018-2019 school year (ongoing)

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Ensure awareness of teachers still obtaining ESOL endorsement/certification and provide support to in progress teachers to ensure the implementation of strategies to support students		☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Refresher of recent WIDA and Can Do Descriptors in PLCs	Teachers of EL students	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Ensuring teachers are using ESOL strategies during planning	Teachers of EL students	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>54% proficient on ELA FSA</u>, as evidenced in <u>FSA 2018</u>.
2. We expect our performance level to be <u>64%</u> by <u>May 2019.</u>
3. The problem/gap is occurring because <u>of lack of culturally relevant implementation of strategies</u> .
4. If <u>an increase in culturally relevant strategies</u> would occur, the problem would be reduced by <u>10%</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 54% to 64%, as measured by FSA 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 gender learners and are in addition to the strategies and actions*

☒ Enhance opportunities for Voice & Choice.
☒ Teachers utilize culturally relevant teaching.
☐ 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 provide student choice for mastery of content (choice boards, café menus, homework menus, choice partnerships and projects)	Teachers	Weekly
Teachers utilize movement and manipulatives during lessons	Teachers	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
Teachers will facilitate choice board training	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Refresher on 6M framework	Equity Champion	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>24% of our 5th grade gifted students made learning gains in Math</u>, as evidenced in <u>FSA Math Spring 2018</u>.
2. We expect our performance level to be <u>74%</u> by <u>Spring 2019.</u>
3. The problem/gap is occurring because <u>gifted students are not being properly differentiated for</u>.
4. If <u>planned differentiation and enrichment</u> would occur, the problem would be reduced by <u>20%</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> 5th grade students making learning gains in math will <u>increase</u> from <u>24%</u> to at least 74%, as measured by the FSA Math 2018-19 assessment.

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

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

☐ 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?
Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback	Administration	Ongoing during the school year
Teachers obtain the gifted micro-credential and/or the gifted endorsement so they can better engage gifted learners in complex tasks	Administration, Gifted Teacher	As offered throughout the school year
Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives	Gifted Teacher	Daily teaching and learning

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
PCS Gifted Micro-Credential	Interested classroom teachers and administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Grade level PD with the Gifted Teacher focusing on planning for differentiation and complex tasks	Grade K-5 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.	• Plan and deliver grade level specific curriculum nights to inform parents of school/class processes and curriculum expectations.	• Team Leaders	• Evenings in the Fall
2. Provide academic tools to families in support of their students' achievement at home.	• Plan and deliver grade level specific curriculum nights to provide parents with information and tools to support their child's education at home.	• Team Leaders	• Evenings in the Fall
3. Purposefully involve families with opportunities for them to advocate for their students.	• Participate in Parent Conferences	• All teachers	• Ongoing throughout the school year
4. Intentionally build positive relationships with families and community partners.	• Plan and deliver grade level specific curriculum nights to build positive relationships with families.	• Team Leaders	• Evenings in the Fall

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
Professional Learning Communities	Grade level teams	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Family and Community Liaison Presentation	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Kathy	Brickley	White	Principal
Bob	Cliff	White	Parent
Janet	Martin	White	Support Employee
Teresa	Pope	White	Parent
Michelle	Golinski	White	Parent
Heather	Legere	White	Parent
Susan	Lavely	White	Business/Community
Melissa	Solevilla	White	Parent
Amanda	Leon	White	Parent
Trish	Vranic	Hispanic	Parent
Joshua	Meurer	White	Business/Community
		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: 8/2/2018   ☐ No
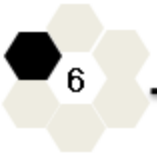
BUDGET / SIP FUNDS

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**	**$ 500**
Student Book Club book sets	500
[Describe each support on a separate row]	[Insert Amount]
2. **Behavioral Support**	**$ [Insert amount for category]**
[Describe each support on a separate row]	[Insert Amount]
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	**$ [Insert amount for category]**
[Insert materials on a separate row]	[Insert Amount]
[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.)*	**$ 2750**
TDEs for teacher PD	2,000
TDEs for SIP review/development	750
6. **Other** *(please list below)*	**$ [Insert amount for category]**
[Describe each on a separate row]	[Insert Amount]

	[Describe each on a separate row]	[Insert Amount]
TOTAL $ 3,250		