



School Improvement Plan SY 2018-19

CYPRESS WOODS ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Kimberly Hill	SAC Chair:	Emily Sikes
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School Vision	Cypress Woods unites with the community to provide a quality education enabling every student to perform at or above grade level expectations.
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School Mission	Teach It! Learn It! Live It!
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
821	34	23	99	22	642	1

School Grade	2018: A	2017: A	2016: A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	75	75	83	87	78	79						
Learning Gains All	67	65	73	82								
Learning Gains L25%	56	51	64	76								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Kimberly	Hill	FT	1-3 years
Equity Champion	Jacyln	Reyes	FT	4-10 years
ESE	Carolyn	Maquire	FT	4-10 years
ELL/Assistant Principal	Jennifer	Goza	FT	1-3 years
Climate and Culture	Elizabeth	Sturgill	FT	1-3 years
Climate and Culture	Danelle	Rentz	FT	1-3 years
Kindergarten	Rachel	Dupree	FT	4-10 years
First Grade	Heidi	Lau	FT	11-20 years
Second Grade	Lindsey	Leto	FT	1-3 years
Third Grade	Karen	Tubergen	FT	11-20 years
Fourth Grade	Tracy	Smith	FT	1-3 years
Fifth Grade	Mary	Romary	FT	4-10 years
Specialist	Ryan	Anderson	FT	1-3 years
Technology/Media	Raylee	Fleisch	FT	1-3 years
Support Staff	Janet	Orito	FT	11-20 years
Total Instructional Staff:			Total Support Staff:	



B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency will increase from 79% to 85%.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 79% to 85%.

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving proficiency will increase from 79% to 85%.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT <i>(using MTSS Framework)</i>	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Reviewing data in Performance Matters of iStation, STMath, MAP, FSA Assist in implementing Tier 2 & 3 interventions and progress monitoring 	School Counselor	Principal Assistant Principal School Psychologist School Social Worker	Weekly, each Thursday	<ul style="list-style-type: none"> Meeting notes Resources for teachers to utilize with Tier 1 students based on data from Map and iStation. Examine data of individual students with a level 1 or 2 score on statewide, standardized assessments in ELA or math, and retained students. Discussion notes of academic, behavior, and attendance data of all students including teacher requests.
2.	Child Study Team	Priority 3	To monitor attendance data and provide support to ensure a decrease in absences	<ul style="list-style-type: none"> Review attendance data 	Social Worker	Assistant Principal DMT Office Clerk	Twice a month	<ul style="list-style-type: none"> Meeting notes monitoring student attendance 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
								<ul style="list-style-type: none"> • supports and interventions for at risk students
3.	Team Leaders	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency To discuss the processes of the school that will assist in achieving the goals	<ul style="list-style-type: none"> • Monthly agendas • Reviewing academic and behavior data 	Principal	Assistant Principal Team Leaders	Once a month	<ul style="list-style-type: none"> • Meeting notes • disseminated curriculum, event, and school improvement information to their team members to promote student achievement. • Forward notes/minutes to the administrative team for necessary follow-up.
4.	Math Team	All Priorities	Monitor instructional implementation of grade-level Math standards to increase student FSA proficiency	<ul style="list-style-type: none"> • Review Math data • Discussions of current strategies and best practices 	Goal Manager	A member of each grade level team	Once a month	<ul style="list-style-type: none"> • Meeting notes • monitoring student math data • supports and interventions for at risk students
5.	Science Team	All Priorities	Monitor instructional implementation of grade-level Science standards to increase student FSA proficiency	<ul style="list-style-type: none"> • Review Science data • Discussions of current strategies and best practices 	Goal Manager	A member of each grade level team	Once a month	<ul style="list-style-type: none"> • Meeting notes • monitoring student science data • supports and interventions for at risk students
6.	ELA/Writing/Literacy Leadership Team	All Priorities	Monitor instructional implementation of grade-level ELA	<ul style="list-style-type: none"> • Review ELA data • Discussions of current strategies and best practices 	Goal Manager	A member of each grade level team	Once a month	<ul style="list-style-type: none"> • Meeting notes • monitoring student ELA 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
			standards to increase student FSA proficiency					<ul style="list-style-type: none"> supports and interventions for at risk students
7.	Climate and Culture Team	Priority 3	Monitor, promote and enhance PBIS, restorative circle resources	<ul style="list-style-type: none"> Review PBIS data Discussion on restorative circle implementation 	Goal Manager	A member of each grade level team	Once a month	<ul style="list-style-type: none"> Meeting notes Review discipline and PBIS data
8.	Technology Team	Priority 2	Monitor, promote, and enhance curriculum development and technology resources for all grade levels, both academic and extra-curricular, to support classroom instruction and student learning.	Systematically assess our curriculum and technology needs in order to continually improve and update technology materials and resources.	Goal Manager	Administrator , a member of each grade level team, media specialist	Once a month	<ul style="list-style-type: none"> Meeting notes Review of technology needs; Staff surveys, Student surveys, technology training feedback
9.	School Wide Enrichment Team	All Priorities	Monitor SEM activities giving students an opportunity to apply research, critical thinking, and language arts skills while exploring personal interests.	<ul style="list-style-type: none"> Review SEM data Discussions of current strategies and best practices 	Goal Manager	A member of each grade level team	Once a month	<ul style="list-style-type: none"> Meeting notes SEM participation data



Goals

Instructions

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

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

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

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

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

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

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

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



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 29 referrals, 21 students receiving referrals. We expect our performance level to be a decrease in referrals by May 2019.
2. The problem/gap in behavior performance is occurring because of an increase in the use of restorative practices, social emotional learning, culturally responsive teaching, and equity for all .
3. If restorative practices training and implementation would occur, the problem would be reduced by 2 less students, as evidenced by referral data in school profiles. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing SBLT data quarterly and conducting pre and post staff surveys.

5. SMART GOAL:

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

The number of all students receiving referrals will decrease from 21 to 19, as measured by referral data in school profiles

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- 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?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • RP Team 	<ul style="list-style-type: none"> • During Preschool and during PLCs before October 2018
<i>Ensure at least one staff member attends and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Elizabeth Price – classroom teacher 	<ul style="list-style-type: none"> • June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL to improve school climate and culture.</i>	<ul style="list-style-type: none"> • RP Team 	<ul style="list-style-type: none"> • During preschool and rolled out throughout school year
<i>Review student and teacher data with staff quarterly and collect teacher input</i>	<ul style="list-style-type: none"> • SBLT Team • RP Team 	<ul style="list-style-type: none"> • Quarterly, throughout the 18-19 school year.



<i>Monitor and support staff for implementation of RP, AVID, and CRT.</i>	<ul style="list-style-type: none"> • RP Team • Equity Champion • CRT Team 	<ul style="list-style-type: none"> • As needed throughout the school year
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8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review of school-wide behavior plan during faculty meetings	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Staff will be trained in Introduction to Restorative Practices and Using Circles Effectively	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96%. We expect our performance level to be 98% by May 2019.
2. The problem/gap in attendance is occurring because consistent follow up with processes when addressing chronic student absences and family vacations taken during instructional time.
3. If follow through on absence processes and procedures would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by Child Study Team data and absence data.

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 8% to 5%, as measured by student attendance data in School Profiles.

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.	CST	Quarterly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Twice a month
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness.	CST	Twice a month
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
Attendance processes and procedures for following up on student absences	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Importance of student attendance and research shared with families through newsletters, parent workshops, SAC, etc	families	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving

1. Our current level of performance is 75%, as evidenced in 2018 FSA.
2. We expect our performance level to be 77% by year end 2019.
3. The problem/gap is occurring because students need opportunities to interact with a progression of content.
4. If student proficiency in identifying critical content and performing complex tasks would occur, the problem would be reduced by an increase in student scores.

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 75% to 77%, 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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally plan instruction aligned with a high level of rigor by using Webb’s/Marzano Taxonomy and adjust instruction through talk, task, text and student needs.	Instructional staff	daily
Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find what students know and then adapt instruction to meet the students’ needs.	Instructional staff	daily
Fidelity of phonics instruction in primary grades.	Primary Instructional staff	daily
Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for differentiated strategic practice as well as building stamina for longer projects across grade levels and calendar year.	Instructional staff	daily
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	Instructional staff	daily

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Embedded PD during PLC’s and curriculum meetings	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



Academic Goals

		<input type="checkbox"/> Priority 3
Book study and/or online PD for 'Planning for Cognitive Complex Tasks'	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
"Just In Time" training for teachers in need of support in ELA content and practices.	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 83%, as evidenced in 2018 Florida Standards Assessment.
2. We expect our performance level to be 87% by May 2019.
3. The problem/gap is occurring because of a decrease in instructional minutes on the master calendar.
4. If students engaged in performing complex tasks and instruction is structured to balance enrichment and intervention supports , the problem would be reduced by 4%.

5. SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 83% to 87%, as measured by Florida Standards Assessments.

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

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc) and encourage students to select tools that support making sense of problems.	Instructional Staff	During Instructional Time
Teachers monitor and provide feedback to students to support learning.	Instructional Staff	During Instructional Time
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback, with support as requested.	Administrators	During Post Observation Interviews
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (e.g., MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	Instructional Staff	During Instructional Time
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Instructional Staff	During Planning Time and PLCs
Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.	Instructional Staff	During Instructional Time



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
Embedded Math Professional Development through PLCs and Curriculum Meetings (High Yield Routines)	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Facilitating Cognitively Complex Tasks Training	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
“Just In Time” Training for teachers in need of support in math content and practices.	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 78%, as evidenced in NGSS Assessment.
2. We expect our performance level to be 80% by year end 2019.
3. The problem/gap is occurring because there is a need to review the gaps with the 3rd and 4th grade science standards met by 5th grade students.
4. If routines were established to review proficiency data from 3rd and 4th grade science standards would occur, the problem would be reduced by a 2% increase in NGSS scores for 5th grade students.

5. SMART GOALS:

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

The percent of all students achieving science proficiency will increase from 78% to 83%, as measured by NGSS.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Develop and Implement a 5 th grade standards review plan based on data from 3 rd /4 th grade Review Diagnostic Assessment to drive instruction. *Students take the Diagnostic Assessment in August and January for use in data analysis to review item analysis and diagnostic data. *Teachers use item analysis data to develop a plan of differentiation that include support for struggling students and enrichment for higher performing students.	Instructional Staff	ongoing
Identify teachers as mentors that have exhibited routine practice analyzing formal and informal data resulting in identifying areas of weakness in grade level articulation data. *Provide support from school based mentors for those not exhibiting the use of models *Monitor the consistent use of the SLAGS and Essential Questions to drive instruction.	Goal Manager Administration	Ongoing
Embedded key vocabulary (60 powerful science words) will be used during the vocabulary academic gaming as well as all specialists, ESE resource and therapists lessons.	Goal Manager Specialists	Ongoing
Monitor Science Lab through walk-through and pre/post tests	Administration	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
MAP – Fall/ Winter/ Spring	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
“Just in in Time” training for teachers needing support in SLAGS, Essential Questions and differentiating instruction based on data.	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Documenting, monitoring, and implementing intervention.	Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 2 out of 8 modules in silver, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 3 out of 8 modules eligible for silver by April 2019.
3. The problem/gap is occurring because lack of professional development in health education.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced by our school having 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.

6. Our school will be eligible in 3 out of 6 modules for silver recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s framework.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Administration	August- September 2018
Attend district-supported professional development	Wellness Champion	August 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 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	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
“Just in in Time” training for teachers needing support in Health Education, based on data from the Healthy Schools Program Assessment.	Instructional Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 22% of students of 3rd and 4th grade achieved level 1 and 2, as evidenced in 2018 ELA FSA scores.
2. We expect our performance level to be decreased 7% by May 2019.
3. The problem/gap is occurring because instruction must be more focused and responsive to the students needs.
4. If instructional practices more closely aligned to specific student needs would occur, the problem would be reduced by an increase in student scores.

5. SMART GOALS:

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

The percent of all ELA students in grades 4 and 5 achieving level 1 or 2 will decrease from 22% to 15%, as measured by FSA.

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.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Promote self-regulation by designing instruction to move students toward independence (e.g. engagement in classroom routines, application of specific reading strategies, ability to reflect on characteristics of their writing, etc.)	Instructional staff	daily
While students are practicing, staff observes, takes notes and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback,	Instructional staff	daily
Provide weekly before school and/or after school support.	Instructional staff	daily
Provide opportunities for students to access iStation	Instructional staff	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
PD on MAP and iStation reports	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PD during PLC's and curriculum meetings	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 26% of students in grades 2-5 participate in our seven STEM Academies, as evidenced in school and district participation data in STEM activities.
2. We expect our performance level to be 28% by school and district participation data in STEM activities.
3. The problem/gap is occurring because lack of STEM academy units to accommodate student interest.
4. If added units for STEM academies would occur, the problem would be reduced by 2% .

5. SMART GOALS:

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

The percent of all 2nd-5th grade students participating in STEM Academy activities will percent from 26% to 28%, as measured by school and district participation data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Resource additional units for STEM academies	Administration	August
Recruit additional staff to teach STEM academy	Administration	August

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
"Just in Time" training on STEM resources and lessons	STEM teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 12 students (fifth graders) successfully completing IC3 Spark certification, as evidenced in passing rate in Certiport.
2. We expect our performance level to be 15 students successfully completing IC3 Spark certification by May 2019.
3. The problem/gap is occurring because many eligible students recommended to take the certification course are involved in additional after school activities preventing them to attend the practice sessions.
4. If recruitment of additional students would occur, we could increase the number of participating and successfully completing the IC3 Spark certification.

5. SMART GOALS:

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

The number of 5th grade students successfully completing the IC3 Spark certification will increase from 12 students to 15 students, as measured by the passing rate in Certiport.

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

- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- 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?
Recruit 5 th grade students to participate in IC3 Spark coursework after school one day a week	Administration 5 th grade teachers	October 2018
Ensure staff leading IC3 Spark practice sessions/coursework are certified to support students	Administration Instructional staff	By November 2018
Engage participating students to attend after school practice sessions to prepare for certification exam.	Instructional staff	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
Use of GMetrix and Certiport to support student engagement in IC3 Spark practice sessions	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 57% of 3rd and 4th grade black students proficient in ELA, as evidenced in FSA .
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because the lack of culturally relevant instruction and participation in school-based enrichment programs.
4. If increased participation in enrichment activities that are culturally relevant would occur, the problem would be reduced by increased proficiency in ELA .

5. SMART GOALS:

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

The percent of black 3rd and 4th grade students proficient in ELA will increase from 57% to 70%, as measured by 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 black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Ensure equitable representation of black learners in school awards/recognition ceremonies. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase recognition of black students in academic areas.
Student Achievement	<input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Improved black student grade point averages.
Advanced Coursework	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increased participation of black students in extended learning/ enrichment opportunities.
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Decrease discipline occurrences involving black students.
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase usage of district office supports ensuring interventions are implemented for black students.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increased awareness of culturally biased resulting in equity an excellence of all black students.



Subgroup Goals

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide "Just in Time" training on creating culturally responsive lessons and interventions	Administration	ongoing
Encouraging black students to participate in enrichment activities	Instructional staff	Ongoing
Ensure that black students have opportunities for recognition of academic achievement.	Instructional staff	Ongoing
Analyze formative assessment data for black students to identify opportunities for intervention.	Administration/Instructional staff	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
"Just in Time" training on culturally relevant instructional for black students.	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice training	All staff members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 44% proficient in ELA and 46% in Math, as evidenced in 2017-2018 FSA data.
2. We expect our performance level to be 50% proficient in ELA and 55% in Math by May 2019.
3. The problem/gap is occurring because students need additional time and resources to grasp new concepts.
4. If specifically designed instruction would occur, the problem would be reduced by 6% in ELA and 9% in Math.

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 and Math proficiency will increase from 44% to 50% in ELA and 46% to 55% in Math, as measured by Florida Standards 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 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?
Plan intentionally for specially designed instruction to address IEP goals and grade level standards.	Resource Teachers Inclusion Teachers	Planning Block PLCs
Provide ongoing collaboration with all stakeholders including general education teachers, administrators, parents, and school-based staff who support the student.	Resource Teachers Inclusion Teachers Administrators Parents Support Staff	IEP Meetings PLCs Post Observation Conference
Provide differentiated, individualized or small group instruction that is aligned to grade level standards and Individual Education Plan (IEPs).	Resource Teachers Inclusion Teachers	During Instructional Time (Intervention Block)
Create an inclusive learning environment that celebrates students' unique talents as well as needs.	Resource Teachers Inclusion Teachers	During Instructional Time (Intervention Block)
Implement and use a process for placing students requiring ESE services in master schedules and class placements in order to optimize service delivery and focused on a clustering process to meet student needs.	Administration Inclusion Teachers	Ongoing as needed during the school year
Provide opportunities to extend learning opportunities for ESE students before and after school	ELP teachers	Before and/or after school

2. MONITORING:



Subgroup Goals

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
District provided VE Resource training	Resource Teachers Inclusion Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Embedded Math Professional Development through PLCs and Curriculum Meetings	Resource Teachers Inclusion Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Provide opportunities for ESE and general education teachers to collaborate for differentiated instruction and support delivery of services.	Resource Teachers Inclusion Teachers Administration	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50% proficient and 50% receiving a Level 1 and Level 2; 6 students in grades three and four, as evidenced in FSA ELA data.
2. We expect our performance level to be 60% proficient by May, 2019.
3. The problem/gap is occurring because of limited resources.
4. If access to ELL resources would occur, the problem would be reduced by an increase in proficiency from 50% to 60%.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 50% to 60%, as measured by 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 English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Strengthen school processes for engaging ELL students and families through meaningful communication.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitor the implementation of effective lessons that engage LL's to advance learning and language proficiency across the curriculum and provide on going feedback	Administration Instructional Staff	weekly
Explicitly teach, develop, and model high-level English language and content specific vocabulary throughout the school day by all staff	Instructional Staff	weekly
Provide learning opportunities for teachers to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas	Administration Instructional Staff	quarterly

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 learning opportunities for teachers on the use of WIDA Elevation reports and Can Do approach for all teachers to support classroom differentiated planning instruction, based on student language proficiency levels	Instructional Staff ELL District Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 63 % of 5th grade males are proficient in ELA, as evidenced in FSA.
2. We expect our performance level to be 68% of 5th grade males proficient in ELA by end of year 2019.
3. The problem/gap is occurring because of the lack of opportunities for kinesthetic learning to address physiological development .
4. If increased opportunities for male students to utilize kinesthetic learning models would occur, the problem would be reduced by increasing proficiency in ELA proficiency scores.

5. SMART GOALS:

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

The percent of male students in 5th grade achieving ELA proficiency will increase from 63% to 68% as measured by 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

- Strengthen the equitable engagement opportunities for boys.
- 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?
Discussions will occur in PLC's to ensure that male physiological development differences will be addressed in their lessons.	PLC team leaders	ongoing
Building in opportunities in all ELA lessons that create opportunities for male students to have physical movement, adequate workspace, and discussion time with peers.	Instructional Staff	ongoing

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
"Just In Time" training to address differentiating instruction for males and females in ELA lessons.	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Gender Differentiated Instruction PD for instructional staff		<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 84% as evidenced in FSA data of 3rd and 4th grade at Level 4 or 5.
2. We expect our performance level to be 90% By May, 2019.
3. The problem/gap is occurring because more enrichment activities for teachers to use is needed.
4. If opportunities for enrichment would occur, the problem would be reduced by increasing the levels of 4 or 5 to 90%.

5. SMART GOALS:

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

The percent of gifted students getting a Level 4 or 5 will increase from 84% to 90% in grades 4 and 5 , as measured by 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 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.
- 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?
Increase the number of teachers that obtain the gifted micro-credential and/or the gifted endorsement so that they can better differentiate for gifted learners.	Staff	Throughout the school year
Teachers attend professional development on “differentiation for gifted learners”	Instructional Staff	During instructional time and lesson planning
Pace learning for gifted earners in response to students’ individual needs.	Instructional Staff	During instructional time and lesson planning

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
Embedded Professional Development through PLCs and Curriculum Meetings	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School-wide Enrichment Model (SEM)	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Instructional strategies, differentiation, and meeting the needs of gifted learners	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc Weekly newsletter to parents, PTA meetings, School Messenger 	<ul style="list-style-type: none"> Administration Family Community Liaison Instructional Staff 	<ul style="list-style-type: none"> weekly
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher. 	<ul style="list-style-type: none"> Instructional staff Administration 	<ul style="list-style-type: none"> quarterly
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals. Survey parents on interest in book study to support parenting strategies 	<ul style="list-style-type: none"> Student Service staff Administration 	<ul style="list-style-type: none"> monthly
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Develop and implement activities to build respect and trust between home and school Continue monthly Volunteer Café to engage families and volunteers in teaching and learning Continue outreach projects in collaboration with PTA to support local community Host family events through school and PTA to build relationships with families 	<ul style="list-style-type: none"> Family Community Liaison Administration PTA 	<ul style="list-style-type: none"> monthly

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Volunteer training for staff	Instructional Staff Family Community Liaison	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Linked to Learning PD	Instructional Staff Administration	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Kimberly	Hill	White	Principal
Jennifer	Goza	Hispanic	Other Instructional Employee
Emily	Sikes	White	Parent
Susan	Reisberg	White	Other Instructional Employee
Talisha	Robinson	Black	Teacher
Rebecca	Ray	White	Business/Community
Rebecca	Gesualdo	White	Parent
Kimberly	Shipley	White	Support Employee
Nicole	Farrell	White	Parent
Elizabeth	Citro	White	Parent
Cristina	Fallara	White	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

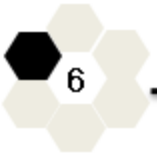
SAC COMPLIANCE

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

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

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	\$ 1000.00
	ERELM/LLI Supports	\$1000.00
	[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	\$ 1000.00
	Resources to support intervention and enrichment	\$1000.00
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [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 (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ 2000.00
	Book Study – “Marzano Cognitively Complex Tasks”	\$1000.00
	TDEs for Just in Time training	\$1000.00
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ \$4000.00		