



School Improvement Plan SY 2018-19

DUNEDIN ELEMENTARY SCHOOL

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

Table of Contents

Continuous Improvement	3
Goals	9
Conditions for Learning	10
A. ELA/Reading Goal.....	13
B. Mathematics Goal.....	15
C. Science Goal	17
E. Healthy Schools Goal.....	18
G. STEM Goal.....	19
Subgroups	20
A. Bridging the Gap with Equity for All: Black Students.....	20
B. ESE (As appropriate, based on school data)	22
C. ELL (As appropriate, based on school data).....	23
Family and Community Engagement	24
SAC Membership	25
BUDGET / SIP FUNDS	26



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:	Kerry Apuzzo Wyatt	SAC Chair	Eric Houghton
-------------------	--------------------	------------------	---------------

School Vision	100% student success.

School Mission	The mission of Dunedin Elementary is to be responsive to the academic, social and emotional needs of each child.
-----------------------	--

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
590	22	93	252	21	202	0

School Grade	2018: C	2017: C	2016: C	Title I	YES
---------------------	-------------------	-------------------	-------------------	----------------	-----

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	36	36	55	57	44	25						
Learning Gains All	39	41	44	57								
Learning Gains L25%	33	41	30	48								

School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Kerry	Wyatt	FT	4-10 years
Equity Champion	Sharon	Earle	FT	4-10 years
ESE	Dawn	Gonzalez	FT	4-10 years
ELL	Christina	Murphy	FT	4-10 years
Climate and Culture	Lynne	Anthony	FT	11-20 years
Thinking Maps	Sharon	Earle	FT	4-10 years
AVID	Jennifer	McCafferty	FT	4-10 years
Support Staff	Barbara	Harris	FT	1-3 years
MTSS Lead	Caitlin	Asencio	FT	1-3 years
Total Instructional Staff:	55		Total Support Staff:	31



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of ELL students achieving proficiency will increase from 16% to 50% as measured by FSA/ELA.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving ELA proficiency will increase from 36% to 50% as measured by FSA/ELA.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving ELA proficiency will increase from 36% to 50% as measured by FSA/ELA.



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 standards based planning of grade level plans to increase FSA proficiency.	<ul style="list-style-type: none"> • Training on lesson planning resources. • Attend weekly planning sessions 	Principal	Assistant Principal, MTSS coach	Each week on grade level designated day.	<ul style="list-style-type: none"> • Lesson plans through grade book or district template. • Administration will be part of the planning of ELA during grade level planning.
2.	Tier 3 Problem-solving Team	All Priorities	To identify students that need additional strategies to be academically successful as measured by MAP or FSA	<ul style="list-style-type: none"> • Professional development training on use of Tier 3 interventions that will support the academic growth of students. 	School Psychologist	Principal, Assistant Principal, MTSS coach, and Classroom teacher.	Weekly MTSS meetings.	<ul style="list-style-type: none"> • Notes from the MTSS meetings which will include the interventions monitoring 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
3.	Equity Team	All Priorities	To support district initiatives, such as Bridging the Gap.	<ul style="list-style-type: none"> Monthly professional development with teachers 	Site based Equity Champions	Entire staff	Monthly	<ul style="list-style-type: none"> Agendas from meetings.
4.	Child Study Team	All Priorities	To identify students that have more than 10% absences within a four week period. To identify the barriers that keeps a child from attending school.	<ul style="list-style-type: none"> Monthly Child Study Team meetings that will identify students through the early warning systems. 	Social Worker	Principal, Assistant Principal, DMT, and school counselor.	Bi-monthly meetings	<ul style="list-style-type: none"> School data that depicts a decrease in student attendance and tardiness.
5.	Math and Science Instructional Leaders	All Priorities	Monitor instructional implementation of grade level math and science standards to increase student FSA proficiency in math and science.	<ul style="list-style-type: none"> Professional development provided by math and science coaches AVID training strategies Collaborative training Math teacher cohort training 	Principal/AP/ Coaches and math cohort	K-5 instructional staff	Monthly professional development meetings, Monthly PLC and after school professional development.	<ul style="list-style-type: none"> Agendas from meetings Walk through data Collaborative planning
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All priorities	Monitor Standards based instruction within the classroom to increase student proficiency on FSA.	<ul style="list-style-type: none"> Professional development provided by Literacy coaches. AVID training Thinking Maps training 	Principal/AP and MTSS coach	K-5 instructional staff	Monthly professional development meetings	<ul style="list-style-type: none"> Agendas Collaborative planning based on lesson plans Walk through data



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				<ul style="list-style-type: none"> • Collaborative planning 				
7.	PBIS Team	All Priorities	To promote safe learning environment.	<ul style="list-style-type: none"> • Grade level PLC to monitor data and make necessary adjustments. 	School Psychologist, behavior specialist, and social worker.	PreK through 5 th grade.	Monthly	<ul style="list-style-type: none"> • Minutes from MTSS meeting.
8.	Family Engagement Team	All Priorities	To build capacity of our families to support learning for all students.	<ul style="list-style-type: none"> • Family Engagement activities will be held throughout the year to educate families on strategies to support learning at home 	Family Engagement Team.	All stakeholders	A minimum of four events will occur throughout the year.	<ul style="list-style-type: none"> • Sign-in sheets, agendas.



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 8%. We expect our performance level to decrease by 5%.
2. The problem/gap in behavior performance is occurring because we need additional culturally responsive training strategies and consistent implementation.
3. If increased use of culturally responsive strategies would occur, the problem would be reduced by 2%, as evidenced by School profile data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by May 19, 2019.

5. SMART GOAL:

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

The percent of black students receiving referrals will decrease from 47 % to 17 % by using restorative practices preventatively and as response, as measured by the referrals for the 18-19 school year.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Choose Climate and Culture Strategy
- 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	<ul style="list-style-type: none"> • Dawn Gonzalez 	<ul style="list-style-type: none"> • June 19 and 20, 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • Dawn Gonzalez 	<ul style="list-style-type: none"> • June 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • SBLT team 	<ul style="list-style-type: none"> • Pre school
Conduct learning opportunities.	<ul style="list-style-type: none"> • SBLT team 	<ul style="list-style-type: none"> • Monthly staff meetings with PD
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> • SBLT team 	<ul style="list-style-type: none"> •
Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> • Psychologist 	<ul style="list-style-type: none"> • Weekly MTSS meetings
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Weekly updates to staff



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
We have scheduled a six hour training preschool and an additional 6 hour training to be provided by our Trainer, Dawn Gonzalez on Restorative Practices.	52: Staff members, 3: administrative staff,	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly follow up training during staff meetings.	52: Staff members, 3 administrative staff	<input 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



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 16 %. We expect our performance level to be 10% by May 2019.
2. If we recognize students for good attendance then improved attendance would occur and the problem would be reduced by 6% .
3. We will analyze and review our data for effective implementation of our strategies by May 2019.

4. 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 the school days will decrease from 16% to less than 10%, as measured by attendance dashboard data.

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

- Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

6. 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.	Child Study Team/Lynne Anthony (Social Worker)	Bi-weekly at CST meetings
Assess the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child Study Team/Lynne Anthony (Social Worker)	Bi-weekly at CST meetings
Develop and implement attendance incentive programs and competitions.	Child Study Team/Lynne Anthony (Social Worker)	Ongoing and Bi-weekly at CST meetings
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Family Engagement Team	Monthly events to highlight academics/attendance
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team/Lynne Anthony (Social Worker)	Bi-weekly at CST meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team/Lynne Anthony (Social Worker)	Weekly MTSS meetings
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Social Worker and DMT	Bi-weekly at CST meetings

7. MONITORING:

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

8. 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
Monthly staff meetings will include data on attendance.	52: staff members 3 administrative team	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Recognition program developed and implemented	School guidance counselor and staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Implement Tier 2 or 3 strategies for specific students identified	Child Study Team	Priority 2 and 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 36%, as evidenced in ELA FSA.
2. We expect our performance level to be 50 % by ELA FSA.
3. The problem/gap is occurring because many of our students come in with weak language skills.
4. If professional development in the area of language would occur, the problem would be reduced by increased proficiency as demonstrated on FSA.

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 36% to 57%, 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 support students through purposeful activation and transfer strategies.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will meet weekly and plan using the standards	Principal	Weekly
Teachers will implement ELL strategies	Principal	Weekly
Teachers will implement Thinking Maps strategies	Principal	Monthly
Teachers will meet in PLCs and discuss formative assessments to guide planning.	Principal	Weekly
ELL teachers will plan with teachers for modification of materials for ELL learners.	Assistant Principal	Weekly
Data will be reviewed biweekly for our L25 students and interventions adjusted as appropriate.	MTSS Team	Twice a month
Students identified as Tier 2 and Tier 3 will receive differentiated instruction.	MTSS Team	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
Thinking Maps training: Use of thinking maps will occur each month. This will be led by the Thinking maps team	All teachers and led by: Thinking Maps team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ELL training: Dr. Cyndi Walters will come monthly and provide coaching to our ELL teachers as they work with ELL learners.	ELL team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Reading Units of Study for grades K-2: Teachers will meet with the district coach and implement.	Reading Coach and all K-2 teachers.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Implementation of the Pinellas Vocabulary Project with all instructional staff	Assistant Principal	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Develop a cohort of gen ed and ELL teachers to attend professional development on collaborative planning and instructional implementation.	Principal, Cohort, Dr. Cyndi Walters	Priority 1 Priority 2



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 55%, as evidenced in Math FSA data.
2. We expect our performance level to be 65% by FSA Math data.
3. The problem/gap is occurring because many of our students come with weak math vocabulary and weak language skills.
4. If teachers engage in professional development in the area of math and math vocabulary, the problem would be reduced by teachers using effective teaching strategies that would engage and develop math strategies at a higher level and address the math vocabulary deficit.

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 55% to 65%, 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 support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Cohort established that is gaining intense professional development on understanding complex math tasks and how we can implement with students.	Jared Garner Ashley Heintz Kevin Villegas	During district training of the cohort.
Cohort will be providing monthly professional development to the faculty on what they are learning to implement within their classrooms.	Jared Garner Ashley Heintz Kevin Villegas	During monthly professional meetings.
District coach provides professional development on high yield strategies	Principal District Coach	Twice during the school 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
Cohort will attend professional development throughout the year and learn math high yield strategies to engage and increase math knowledge.	Jared Garner/5 th grade math teacher. Ashley Heintz/2 nd grade math teacher. Kevin Villegas/3 rd grade math teacher.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cohort will provide professional development for the staff. This will be done in PLC teams and be specific for that grade level.		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

District coach will provide training to all K-5 instructional teachers.		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
---	--	--



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 44% proficient as evidenced on the state Science test.
2. We expect our performance level to be 50 % proficient as evidenced on the state Science test.
3. The problem/gap is occurring because there are gaps based on curriculum.
4. If we use the data from the diagnostic science assessments and target deficiencies, the problem would be reduced by mastering standards previously taught.

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 44% to 55%, as measured by the state Science test.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will utilize documents from the science department to effectively plan for science units that incorporate the 10, 70, 20 model of instruction.	Principal and Assistant Principal	Walk through data PLC Lesson Plans
Conduct regular Professional Learning Communities inclusive of data chats to review student responses to tasks and make appropriate adjustments to instruction	Principal, Assistant Principal and Science Coach	Monthly at PLC and data chats

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
Analyzing data utilizing Performance matters and MAP.	Instructional Staff and MTSS coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development provided on 10, 70, 20 within PLC	Science Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is at the bronze level , as evidenced in the Alliance for Healthier Generations Schools Framework..
2. We expect our performance level to be Silver by May 2019.
3. The problem/gap is occurring because food sold in the cafeteria does not adhere to the smart snack guidelines.
4. If our school team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced by more staff eating healthy and we would be eligible for a higher recognition..

5. SMART GOALS:

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

Our school would be eligible for the silver status recognition by May 2019 as evidenced by the Alliance for Healthy Schools Framework. The number of all students eating healthier will increase from 0% to 100%, as measured by not offering snacks in our cafeteria.

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?	WHO is leading this step?	WHEN will this occur?
Assemble a Healthy School Team made up a minimum of three individuals that include our Wellness Champion, representation from the P.E. department and school counselor.	Wellness Champion	

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
Team will attend all training for a healthy generation.	School team led by wellness champion.	<input 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 36 students, as evidenced in STEM attendance.
2. We expect our performance level to be 42 students in fourth and fifth grade by May 2019.
3. The problem/gap is occurring because we did not contact additional students once the letter were sent out to fill slots. .
4. If implement a checklist to make sure that all available slots are filled we would occur, the problem would be reduced by increasing our enrollment to 42 students in grades 4 and 5.

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 number of 5th grade students participating in the STEM program will increase from 36 students to 42 students , as measured by STEM attendance .

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.

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 acceptance letters for the STEM program	STEM facilitator	The start of each session
Send out additional letters until all available seats are filled	STEM facilitator	The start of each session

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM training for the facilitators	2 STEM facilitators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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 27%, as evidenced in FSA ELA.
2. We expect our performance level to be 50% by FSA ELA.
3. The problem/gap is occurring because of the need for increased professional development of culturally relevant instructional practices.
4. If increased implementation of culturally relevant instructional practices would occur, the problem would be reduced by 23%.

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 reading on proficiency will increase from 27% to 50%, as measured by FSA ELA.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
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 checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families.	<ul style="list-style-type: none"> • Increase in percent of students reading on grade level or above as measured by FSA/ELA. • Increase percent of black students participating in extended learning opportunities as measured by attendance. • Provide professional development for all teachers on restorative practices.
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Discipline	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •



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?
Teachers will participate and implement strategies from restorative practice professional development. This will be provided throughout the year.	Dawn Gonzalez/trained	Monthly
Our black students will be academically monitored through our biweekly MTSS meetings. Interventions will be made based on current data through MAP, classroom and running records.	MTSS team	Bimonthly
Invitations to our extended learning program will be sent to all of our black students to provide remediation or enrichment.	Title One facilitator	Monthly

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Preschool training on restorative practice will occur for all teachers.	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative practice training will occur monthly to help teachers build stronger relationships with our black students.	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 15%, as evidenced in FSA/ELA.
2. We expect our performance level to be 50% by FSA/ELA.
3. The problem/gap is occurring because students with disabilities need additional time and support to gain skills.
4. If teachers received specific training on high level reading strategies, would occur, the problem would be reduced by more students with disabilities being proficient in reading as measured by the FSA/ELA.

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 Choose an item. From 15% to 50%, as measured by FSA/ELA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific 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).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- 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?
Varying Exceptionalities teachers will learn the SPIRE curriculum to assist SWD in achieving proficiency in ELA	VE team	Throughout the year
VE teachers will meet with the MTSS team monthly to monitor SWD progress and make adjustments	MTSS	Bimonthly
VE teachers will be assigned a grade level for collaboration with classroom teachers	Team Leader	Weekly

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
VE teachers will work with elementary ESE resource teacher learning SPIRE materials.	3 VE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
VE teachers and Gen Ed teachers will meet weekly to plan lessons specifically for our SWD.	VE teacher Grade level teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 16%, as evidenced in FSA/ELA.
2. We expect our performance level to be 50% by FSA/ELA.
3. The problem/gap is occurring because ELL students come with weak vocabulary and experiences.
4. If vocabulary development and modification of materials would occur, the problem would be reduced by increase of proficient ELL students..

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 ELL students achieving ELA proficiency will increase from 16% to 50%, as measured by FSA/ELA.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- 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?
Classroom teachers and ESOL teachers will meet weekly to plan for ELL students.	ESOL teachers	Weekly
ELL teachers will meet with MTSS monthly to monitor student progress	MTSS	monthly

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
ESOL teachers will meet with Dr. Cyndi Walters monthly to learn strategies to modify materials for our ELL students	ESOL teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Observe another school that is noted for having ELL processes in place.	ESOL teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> All students will be provided planners for daily communication. Title 1 annual meeting and Family Engagement events will provide additional information regarding school expectations. 	<ul style="list-style-type: none"> Title 1 Facilitator and Family Engagement team will work together to ensure building and strengthening family relationships. 	<ul style="list-style-type: none"> Planners issued at beginning of the year, communication is on-going, with specifics embedded in Family Engagement Events
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Family Engagement Activities will provide strategies for learning support as well as materials (books, manipulatives, at-home learning boards,) 	<ul style="list-style-type: none"> Title 1 Facilitator and Family Engagement Team 	<ul style="list-style-type: none"> Family Engagement events will be held 4 times throughout the year.
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Flexible scheduling of Parent/Teacher conferences to ensure a minimum of 2 conferences to discuss academic performance and progress. 	<ul style="list-style-type: none"> Administration will work with grade level teams to ensure time is allotted for one conference in the fall, and one in the spring. 	<ul style="list-style-type: none"> Conferences will be scheduled for mid-fall and late winter, based on MAP assessment schedule.
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Family Engagement events will include interactive activities designed to engage all stakeholders in relationship – building discussions. 	<ul style="list-style-type: none"> Family Engagement Team 	<ul style="list-style-type: none"> Family Engagement events will be held 4 times throughout the year.

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

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



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Eric	Houghton	White	Business/Community
Kerry	Wyatt	White	Principal
Karen	Allen	White	Parent
Agnes	Smith	Black	Business/Community
Juana	Lopez	Hispanic	Parent
Celia	Lopez	Hispanic	Parent
Claudia	Paloma	Hispanic	Parent
Yolanda	Pagan	Hispanic	Support Employee
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1. Academic Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2. Behavioral Support		\$ [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.)		\$ [Insert amount for category]
	Temporary Duty Elsewhere (TDE)	\$1500
	[Describe categories on a separate row]	[Insert Amount]
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 \$ [Insert total estimated SIP Budget]		