School Improvement Plan
SY 2018-19

EISENHOWER 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.

A. Vision and Direction

School Profile

Principal:	Antonette Wilson	SAC Chair:	Sarah Painter

School Vision	Growing tomorrow's leaders today.

School Mission	Eisenhower Elementary achieves success by providing a respectful community with high expectations and student centered instruction.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
743	10	116	370	38	209	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	40	38	43	51	44	46						
Learning Gains All	46	44	43	54								
Learning Gains L25%	59	50	26	30								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Antonette	Wilson	FT	4-10 years
Assistant Principal	Christen	Ku	FT	1-3 years
Equity Champion (ILT)	Brooke	Frahn	FT	4-10 years
ESE	Elizabeth	Wiszowaty	FT	4-10 years
ELL	Francia	Germosen	FT	4-10 years
Restorative Practices	Lorraine	Kirby	FT	1-3 years
MTSS (ILT)	Rebecca	Lindquist	FT	1-3 years
Literacy (ILT)	Tammie	Bennett	FT	1-3 years
Math (ILT)	Karen	Collier	PT	1-3 years
Instructional Leadership Team ILT (formally known as SBLT)	Sallie	Dennison	FT	11-20 years
ILT Team	Jennifer	Dane	FT	4-10 years
ILT Team	Ailene	Murphy	FT	4-10 years
ILT Team	Catalina	Andujar	FT	4-10 years
ILT Team	Stacy	Howard	FT	4-10 years
ILT Team	Sarah	Painter	FT	4-10 years

ILT Team	Elizabeth	Dykes	FT	4-10 years
ILT Team	Elizabeth	Wiszowaty	FT	4-10 years
Total Instructional Staff:	**60**		**Total Support Staff:**	**20**

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 number of all students achieving proficiency will increase from 40% to 51%.

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 number of all students making academic gains will increase from 42% to 50% in ELA, Math and Science.

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 number of all students making academic gains will increase from 42% to 50% to in ELA, Math, and Science.

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the number of all students making academic gains will increase from 42% to 50% to ELA, Math, and Science.

C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	Principal and Assistant Principal	Priority 1	Monitoring lesson planning alignment to standards, task, scales, and targets to increase the proficiency in ELA, Math, and Science of each student.	• Communicating the expectations of what should be included in lesson plans. Such as standards, DOK, Task, and the how of addressing each students varied needs. • Training on lesson planning resources. • Bi-Weekly reports on the percentage of lesson planning alignment observed in classrooms.	Principal and Assistant Principal	Principal and Assistant Principal All Instructional Staff Site Base Literacy, MTSS and Math Coaches	Lesson Plans are due the Monday of each week. Lesson Plan alignment report bi-weekly	• Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
2.	Instructional Staff Members: Pre-K, ELL Teachers, ESE Teachers, Speech and Language Teachers,	Priority 2	Monitoring the instruction in every area to ensure high expectations for each student, access to the depth and knowledge of	• Weekly PLC's • Weekly and Bi Weekly Planning Session (Tier II School) • Focused and scheduled classroom Instructional Walks with Literacy and Math Coaches	Principal, and Assistant Principal. Instructional Leadership Team	Instructional Staff Members: Pre-K, ELL Teachers, ESE Teachers, Speech and Language Teachers,	Every day in all classrooms including ESE, ELL Inclusion.	• At least 5 classrooms will be visited every day by Administration and 5 by Literacy Coach and 5 by Math Coach when on campus.

	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
	Literacy and Math Coaches, Art, music, and PE Teaches, and Paraprofessionals		grade level standards for each student in order to increase the proficiency of each student in ELA, Math, and Science.	• Administrative focused and scheduled classroom Instructional Walks.		Literacy and Math Coaches, Art, music, and PE Teaches, and Paraprofessionals		• Feedback will be given though iObservation by Administration and Office 365 Document by Coaches.
3.	Principal and Assistant Principal, MTSS Coach, Literacy and Math Coach	Priority 3	Correct and informative use of data will help instructional staff members know how to leverage their instruction in order to increase each student's proficiency in ELA, Math, and Science.	• Literacy and Math coaches planning with instructional staff to ensure, task, targets, scales, and end task, are at the depth of the standards. MTSS Coach is providing the breakdown of the data for each student and each standard to inform instruction.	Principal and Assistant Principal, Literacy, Math, and MTSS Coach	Administration, Coaches, and all Instructional staff members.	Instructional Staff will assess their students daily. Priority 3 Formative Assessments will be guided by Module and Unit Plans as well as Assessment schedules.	• Classroom visit and lesson plans • Analyzing of data through task analysis and or Unify/Performance Matters

Goals

Instructions

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

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

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

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

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

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

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

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

Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 33 office referrals. We expect our performance level to be less than 20 referrals by May of 2019.
2. The problem/gap in behavior performance is occurring because of inconsistent culturally responsive instruction which is not adequately bridging the equity gap. This includes staff members inability to build relationships with our tier 2 and tier 3 behaviors .
3. If restorative practices training for the entire staff would occur, the problem would be reduced by 10%, as evidenced by the reduced number of referrals. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by October, 2018.

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 all students receiving referrals will decrease from 33 referrals to less than 20 referrals, as measured by restorative practices research from IIRP as well as the number of referrals decreasing.

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.

☒ Choose Climate and Culture Strategy

We will be conducting bi-weekly PLC's that will focus on students that are currently in the tiered process both academically and behaviorally. An agenda will be provided to the staff before each meeting detailing which students will be discussed. Agenda minutes will be recorded at each meeting and posted on office 365 for the staff to easily access.

☐ 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	• Christen Ku	• June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Lorraine Kirby	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Christen Ku	• August 2018
Conduct learning opportunities.	• Restorative Practices Team	• Monthly PLC's
Monitor and support staff for implementation with fidelity.	• Christen Ku	• Weekly

Review student and teacher data on weekly basis for trends and next steps.	• Instructional Leadership Team • Restorative Practices Team	• Instructional leadership meetings, PLC's
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Restorative Practices Team	• Monthly restorative practice meetings

8.   MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices training for Day 1 provided during Preschool. Day 2 will be presented before October 15.	All instructional staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Restorative Practices team will update SWBP and create school-wide guidelines for success for common areas.	Restorative Practice Team Lorraine Kirby – Guidance Stephanie Quinn – 4th grade Chris Amstutz – ELL teacher Melissa Hunt – 3rd grade Christen Ku – Assistant Principal	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Teachers will submit classroom management plans. Restorative practices team will conduct walkthrough to collect tier 1 data in regards to classroom management. This data will be shared to the staff in both a group and individual basis as needed.	All Instructional Staff Restorative Practice Team Lorraine Kirby – Guidance Stephanie Quinn – 4th grade Chris Amstutz – ELL teacher Melissa Hunt – 3rd grade Christen Ku – Assistant Principal Antonette Wilson - Principal	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

2 Conditions for Learning

🟢 **B. Conditions for Learning: Attendance**

REFLECTION (4-Step Problem-Solving):
1. Our current attendance rate is 94.5%. We expect our performance level to be 98% by May 2019.
2. The problem/gap in attendance is occurring because Lack of consistent follow through on the why the absence is occurring. As well as when students move out of the county/state the process to withdraw when there is no evidence of reenrollment is not approved until the process is followed and that can take months as it impacts your attendance rate .
3. If the monitoring of the attendance flow chart after the 1st absence and the initiation of withdrawing a student that has left the district paperwork began after the 3rd absence would occur, the problem would be reduced by a decrease of the percentage of absent students.
4. We will analyze and review our data for effective implementation of our strategies by Bi-Weekly Child Base Study Team Meetings.

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 94.5% to 98.9 % as evidenced by attendance dashboard rates, as measured by the reporting codes of absences in Portal.

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.
☒ Strengthen the implementation of Tier I interventions to address and support the needs of students.
☐ Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	School Based Social Worker	Weekly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	School Based Social Worker	Bi-Weekly, As needed
Develop and implement attendance incentive programs and competitions.	School Based Social Worker	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	School Based Social Worker, DMT, Principal, Assistant Principal, and Classroom Teachers	Weekly, Bi-Weekly, Monthly, Quarterly, and by Semester
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	School Based Social Worker	Weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	School Based Social Worker and Guidance Counselor	Weekly, Bi-Weekly depends on the plan
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	School Based Social Worker, DMT, Principal, and Classroom Teachers	Daily

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Understanding and Using the Attendance Flowchart, the Role and Responsibilities of the Child Study Team, How to make an Attendance Referral.	Pre-K Teachers, Social Worker, Administration, Guidance Counselor and School Psychologist	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Developing of Individual, School Wide, Grade Level Attendance Incentive Reward and Recognition.	Pre-K Teachers, Social Worker, Administration, Guidance Counselor and School Psychologist	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40% as evidenced in FSA Scores.
2. We expect our performance level to be 50% or Higher by June 2019.
3. The problem/gap is occurring because inconsistency in planning and instruction as well as follow up in data reflection.
4. If self -reflection of practices would occur, the problem would be reduced by a demonstration of more purposeful planning, responsiveness to individual data, and increased student proficiency.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 40% to 50%, as measured by FSA.

The number of all students making academic gain in ELA will increase from 46% to 57%, as measured by June 2019 FSA 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.

☒ 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?
Instructional Staff will align instruction to meet the FS for ELA, district curriculum guidelines and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Instructional Staff will utilize learning goals and scales to the demand of the identified key standards taxonomy levels. (3-5 will be accessed standards)	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Instructional Staff will provide opportunities for both explicit vocabulary instruction (academic, domain specific and Tier II high utility words) as well as opportunities for students to determine the meaning of words in context.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Instructional Staff will provide daily independent reading with accountability.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Instructional Staff will intentionally design lessons on the trajectory of difficultly with multiple checkpoints to find out what students know and scaffold or differentiate instruction to meet the student's needs.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Instructional Staff will monitor and provide feedback to that supports students growth towards proficiency daily.	Administration, Instructional Leadership Team, Classroom	Daily in classroom during the ELA Block, In PLC's,

	Teachers, Paraprofessionals, and Title 1 Teaching Partners	Curriculum Meetings, and Planning Sessions.
Incorporate the usage of The Thinking Maps. The model program consists of eight maps that correspond with fundamental thinking processes. The Circle Map is used for defining in context; the Bubble Map, describing with adjectives; the Flow Map, sequencing and ordering; the Brace Map, identifying part/whole relationships; the Tree Map, classifying/grouping; the Double Bubble Map, comparing and contrasting; the Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies.	Instructional Leadership Team, Classroom Teachers	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Administrators will monitor teacher practices and provide feedback to support teacher growth as often as needed and regularly observe ELA Block and provide feedback with the literacy coach's support.	Administration and Literacy Coach	Daily during classroom visits, observations, walk throughs

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
The 7 Principles of the Instructional Core and the Supervision of ELA	Administration, PreK-5 Instructional Staff including ELL, and ESE and Literacy Coach.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Collaborative Planning with ELL teachers focusing on strategies	Administration, PreK-5 Instructional Staff including ELL, and ESE and Literacy Coach.	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Practices Supporting Robust Data Driven Instruction: Creating systems to support data drive instruction and opportunities for individualization and intervention (differentiation, enrichment, and corrective teaching)	Administration, PreK-5 Instructional Staff including ELL, and ESE and Literacy Coach.	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Upgrading and Aligning Curriculum and Instructional Models	Administration, PreK-5 Instructional Staff including ELL, and ESE and Literacy Coach.	All 3 Priorities
Creating systems for ongoing professional learning and collaboration.	Administration, PreK-5 Instructional Staff including ELL, and ESE and Literacy Coach.	Priority 1 and 2
Thinking Maps Training with a keen focus on: How did you use the___ Map, what where the challenges and benefits, and what is the plan for implementation for the 2018-19 School Year.	Thinking Maps Staff Developer. ILT team and classroom teachers.	Priority 1 and 2

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43%, as evidenced in FSA Scores.
2. We expect our performance level to be 50% by June 2019 FSA.
3. The problem/gap is occurring because of textbook dependency and lack of differentiated math instruction to reach all levels of learners.
4. If self-reflection and effective utilization of district-provided resources would occur, the problem would be reduced by understanding how to use the provided resources including content area coaches.

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 making academic gains in Math will increase from 43% to 50%, as measured by FSA.

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

☒ 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.

☐ 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?
All instructional staff members will utilize systemic documents to effectively plan for mathematic units that incorporate the Standards for Mathematical Practices and rigorous performance tasks aligned to the MAFS.	Administration, Instructional Leadership Team (ILT), Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
All instructional staff members will regularly assess (formally and informally) and utilize data to modify and adjust instruction to enrich or reteach with researched based materials.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
During PLC's instructional staff members and the math coach will analyze student mathematical responses to task and plan instruction based on data.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	During PLC's, Curriculum Meetings, and Planning Sessions
All instructional staff members will utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
All instructional staff members will plan instruction to include layers of facilitation (whole class, small group, and individual) rather than gradual release and scaffolding.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Weekly during PLC's Curriculum Meetings, and Planning Sessions

All instructional staff members will collaborate to select and implement rigorous task aligned with each standard, including Rich Mathematical Tasks from the Curriculum Guide.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Weekly during PLC's, Curriculum Meetings, and Planning Sessions
All instructional staff members will use various mathematical tools and manipulatives as well as encourage students to select tools that support making sense of problems.	Administration, Instructional Leadership Team, Classroom Teachers, Paraprofessionals, and Title 1 Teaching Partners	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Incorporate the usage of The Thinking Maps. The model program consists of eight maps that correspond with fundamental thinking processes. The Circle Map is used for defining in context; the Bubble Map, describing with adjectives; the Flow Map, sequencing and ordering; the Brace Map, identifying part/whole relationships; the Tree Map, classifying/grouping; the Double Bubble Map, comparing and contrasting; the Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies.	Instructional Leadership Team, Classroom Teachers	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Administrators will monitor teacher practices and provide feedback to support teacher growth as often as needed and regularly observe the math block and provide feedback with the math coach's support.	Administration ad Math Coach	Daily during classroom visits, observations, walk throughs

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
The 7 Principles of the Instructional Core and the Supervision of Math	Administration, PreK-5 Instructional Staff including ELL, and ESE and Math Coach.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Number Routines	Administration, PreK-5 Instructional Staff including ELL, and ESE and Math Coach.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Practices Supporting Robust Data Driven Instruction: Creating systems to support data drive instruction and opportunities for individualization and intervention (differentiation, enrichment, and corrective teaching)	Administration, PreK-5 Instructional Staff including ELL, and ESE and Math Coach.	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Creating systems for ongoing professional learning and collaboration.	Administration, PreK-5 Instructional Staff including ELL, and ESE and Math Coach.	Priority 1 and 2
Thinking Maps Training with a keen focus on: How did you use the___ Map, what where the challenges and benefits, and what is the plan for implementation for the 2018-19 School Year.	Thinking Maps Staff Developer. ILT team and classroom teachers.	Priority 1 and 2

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 44%, as evidenced in SSA Score .
2. We expect our performance level to be 50% by June 2019.
3. The problem/gap is occurring because lack of resources and low priority of science concepts and instructional routines in all grade levels.
4. If more intentional pairing of SLAGS to instructional routines and formative assessment strategies would occur, the problem would be reduced by increased background and prerequisite knowledge and instructional rigor for the 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 44% to 52%, as measured by SSA Scores.

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?
All instructional staff will utilize systemic documents to effectively plan for science units that incorporate to 10-70-20 science instructional model and includes appropriate grade level utilization of science labs in alignment with the Standards.	Administration, Instructional Leadership Team, Classroom Teachers,	Daily in classroom during the Science Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Develop (by September) and implement an instructional review routine of ongoing support in 3rd and 4th grade standards.	Administration, Instructional Leadership Team, Classroom Teachers,	Daily in classroom during the Science Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Utilize gradual release model, inclusive of explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for individual practice.	Administration, Instructional Leadership Team, Classroom Teachers,	Daily in classroom during the Science Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Ensure students have opportunity to complete all components of science labs.	Administration, Instructional Leadership Team, Classroom Teachers,	Daily in classroom during the Science Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Teachers monitor and provide feedback to students to support learning inclusive of the "Confirming the Learning" portion of instructional model and student conferencing opportunities.	Administration, Instructional Leadership Team, Classroom Teachers,	Daily in classroom during the Science Block, In PLC's,

		Curriculum Meetings, and Planning Sessions.
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Administration, Instructional Leadership Team, Classroom Teachers,	Daily in classroom during the Science Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Incorporate the usage of The Thinking Maps. The model program consists of eight maps that correspond with fundamental thinking processes. The Circle Map is used for defining in context; the Bubble Map, describing with adjectives; the Flow Map, sequencing and ordering; the Brace Map, identifying part/whole relationships; the Tree Map, classifying/grouping; the Double Bubble Map, comparing and contrasting; the Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies.	Instructional Leadership Team, Classroom Teachers	Daily in classroom during the ELA Block, In PLC's, Curriculum Meetings, and Planning Sessions.
Administrators will monitor teacher practices and provide feedback to support teacher growth as often as needed and regularly observe the math block and provide feedback with just in time coach support.	Administration and Just In Time Science Coach	Daily during classroom visits, observations, walk throughs

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
Integration of science curriculum into ELA block	Administration, PreK-5 Instructional Staff including ELL, and ESE and district Just In Time Coach	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Utilizing district-provided resources	Administration, PreK-5 Instructional Staff including ELL, and ESE and district Just In Time Coach	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Practices Supporting Robust Data Driven Instruction: Creating systems to support data drive instruction and opportunities for individualization and intervention.	Administration, PreK-5 Instructional Staff including ELL, and ESE and District Just In Time Coach	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Thinking Maps Training with a keen focus on: How did you use the___ Map, what where the challenges and benefits, and what is the plan for implementation for the 2018-19 School Year.	Thinking Maps Staff Developer. ILT team and classroom teachers.	Priority 1 and 2

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 4 out of the 6 modules in bronze, as evidenced in the Alliance for Healthier Generations, Healthy Schools Program Framework.
2. We expect our performance level to be 5 out of the 6 modules eligible for bronze/sliver/gold by May 2019.
3. The problem/gap is occurring because fundraising options, number of participation in physical activity beyond the recommended number of minutes.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, Eisenhower would have a greater opportunity to be eligible for recognition.

5. **SMART GOALS:**

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

Eisenhower will be eligible in 5 out of the 6 modules for bronze/silver/gold recognition by May 2019 as evidenced by the Alliance for Healthier Generation's Healthy Schools Program Framework.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Re-Assess Heathy School Team to ensure it is made up of a minimum of 4 individuals including but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Cafeteria Manger, Parent, and Student.	Wellness Champion and Principal	August 2018
Attend district supported professional development	Healthy School Team	August 2018- May 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018-May 2019
Complete the SMART Snacks in School Documentation	Cafeteria Manger	September 2018
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School team	Complete by April 1, 2019

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

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 School Program Training	Wellness Champion/Healthy School Team	☒ Other Priority
Healthy School Assessment Training: Developing and Implementing an Action Plan	Wellness Champion/Healthy School Team	☒ Other Priority 1

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 23% of 3rd graders, 43% of 4th graders, and 20% of 5th graders scored a Level 1 as evidenced by 2018 FSA Scores.

2. We expect our performance level decrease the percentage of 3rd -5th grades scoring a level 1 and increase the number scoring a level 2 or above by May 2018.

3. The problem/gap is occurring because a low percentage of instructional staff members know each their students data and the instructional implications of the data for each student. .

4. If every instructional staff member knew, understood, and intentionally planned according to the data for each student. Then we see a narrowing of the gap of students performing below grade level as they approach 3rd grade our percentage of students scoring a Level 1 on FSA will decrease.

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 number of all students in grades 3-5 scoring a Level 1 will decrease from the current percentages to 13% 3rd grades, 33% 4th grades, and 20% 5th grades, as measured by FSA 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage in the data and intentionally plan for corrective teaching.

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?
Define the difference between re-teaching and corrective teaching.	Administration and Instructional Leadership Team	During PLC's and after analyzing data.
Teachers clearly, logically, and concisely-scaffolding learning and thinking strategies, address misconceptions.	Administration and Instructional Leadership Team	Daily, weekly, as needed by each learner.

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on the difference between re-teaching and corrective teaching in ELA and Math	Administration, Instructional Staff, ESS, ELL, Math and Literacy Coach and Paraprofessionals.	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 39% Proficient in ELA, 29.7% Proficient in Math, as evidenced in FSA 2018 Scores.
2. We expect our performance level to be 50% Proficient in ELA and Math by FSA 2019 Scores.
3. The problem/gap is occurring because consistent teaching of high expectations with more empathy and less sympathy.
4. If all instructional staff became intentionally mindful and responsive of students cultural backgrounds and academic abilities. Then instruction would be designed around their prior experiences, their interest, and their individual needs and 50% or more of our black students would become proficient in ELA, Math, and Science.
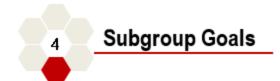5. **SMART GOALS:**

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 proficiency in ELA and Math will increase from 39% ELA, 29.7% Math to at least 50% proficiency in ELA and Math, as measured by 2019 FSA Scores.

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

BTG Area	Strategies	Expected Impact and Results
Student Achievement	☐ Choose Strategy ☐ Choose Strategy ☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.	• Increase in black student's positive and intellectual participation in the classroom setting connected to improved student achievement and positive self-confidence, resulting in improved proficiency.
Advanced Coursework	☐ Choose Strategy ☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☐ Choose Strategy	• Instructional staff members will plan for more tiered learning, differentiating/enriching instruction.
Student Discipline	☐ Choose Strategy ☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy	• Instructional staff will connect black students to academic content through practices that are culturally relevant so that they are a part of the classroom culture and environment and Restorative Practices will have meaning.
ESE Identification	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Minority Hiring	☒ Ultilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. ☒ Ultilize supports from district office to support the recruitment and retention of black applicants.	• Use Equity School Base Equity Champions to conduct trainings and that help staff members identify and confront bias and implement culturally responsive teaching in the classroom setting.

	☐ Choose Strategy	• Work with Human Resources to identify and offer interviews to black applicants.

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

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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 clearly, logically, and concisely-scaffolding learning and thinking strategies, address misconceptions.	Administration, ILT, Literacy and Math Coach	Weekly, Daily During planning, classroom discussions and assigned tasks.
Building Essential Vocabulary	Literacy and Math Coach, ILT	Weekly, Daily During planning, classroom discussions and assigned tasks.
Checking for understanding. Frequent checks, feedback, and follow up.	Administration	Weekly, Daily. During planning, classroom discussions and assigned tasks.
Helping students feel valued and respected-maintaining classroom environments, genuine interest in student ideas, courtesy and respect in all interactions, quality work displayed with reflections, specific praise/feedback.	Administration and All Instructional Staff Members.	Weekly, Daily. During planning, classroom discussions and assigned tasks.
Monitor lesson planning and classroom implementation of effective lessons that engage black students in rigorous, standards based work rich in language development (explicit vocabulary). Provide ongoing feedback to teachers to support the development of their practice in supporting back learners.	Administration	Daily, Weekly. As needed.

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Equity Champions present components of summer training. (i.e Implicit Bias Acknowledge, Conscious Awareness, and Disrupt System Equity)	Administration, All staff including Assistants and Paraprofessionals,	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID Team present summer learnings	Administration, All staff including Assistants and Paraprofessionals	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Cultural Competence, Cultural Relevance, and Cultural Reponsiveness PD.	Administration, All staff including Assistants and Paraprofessionals	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 22.7% proficient in ELA, and 25% proficient in Math, as evidenced in FSA 2018 Scores .
2. We expect our performance level to be 40% proficient in ELA and Math by FSA 2019 Scores.
3. The problem/gap is occurring because lack of embedded metacognitive strategies into content based instruction and use of evidence based practices to teach foundational skills as a pathway to grade level standards. .
4. If ESE students are consistently taught using strategies that help them gain access to grade level content frequently and constantly, then ESE students proficiency will improve in ELA, Math, and Science.
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 22.7% ELA, and 25% in Math to 40% in ELA and Math as measured by 2019 FSA Scores.
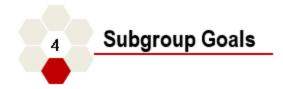
6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ 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?
Utilizing accommodations as provided by their IEP and/or 504 plans	Instructional staff	As mandated with fidelity
Place students requiring ESE services in the master schedule first in order to optimize service delivery and focused on a clustering process to meet the students' needs	Administration and ESE Teachers	August 2018 and as ESE students enroll
Schedule required time for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.	Administration, Classroom Teachers and ESE Teachers	August 2018 and Bi-weekly.
Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.	Administration, ESE Teachers, Literacy and Math Coach, District ESE Support Team	Daily, weekly, PLC's, and site based planned planning.
Use evidence based practices for student with disabilities to teach foundational literacy and math skills as a pathway to grade level standards.	Administration, ESE Teachers, Literacy and Math Coach, District ESE Support Team	Daily, weekly, PLC's, and site based planned planning.
Helping students feel valued and respected-maintaining classroom environments, genuine interest in student ideas, courtesy and respect in all interactions, quality work displayed with reflections, specific praise/feedback.	Administration and All Instructional Staff Members.	Weekly, Daily. During planning, classroom discussions and assigned tasks.

Monitor lesson planning and classroom implementation of effective lessons that engage ESE learners in rigorous, standards based work rich in language development (explicit vocabulary). Provide ongoing feedback to teachers to support the development of their practice in supporting ESE students.	Administration	Daily, Weekly. As needed.

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
Using Evidenced Based Practices to teach foundational skills as a pathway to grade level standards. IRLA	Instructional Staff Members, VE Resource Teachers, District CED	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
How to gradually fade academic and behaviors supports to promote student independence.	Instructional Staff Members, VE Resource Teachers, District CED	☒ Priority 1 ☒ Priority 2 ☐ 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 12% Proficient in ELA, 29.5 % Proficient in Math, as evidenced in FSA 2018 Scores.
2. We expect our performance level to be 30% Proficient in ELA and 40% Proficient in Math by FSA 2019 Scores.
3. The problem/gap is occurring because lack of high academic expectations and usage of the ACCESS (English Language Proficiency Test) to inform instruction.
4. If all instructional staff members intentionally taught with more empathy and less sympathy and respond with academic urgency to data then more of ELL students will become proficient in ELA, Math, and Science.
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 proficient in ELA and math will increase from 12% ELA and 29.5% Math to 40% proficient in ELA and 40% proficient in math, as measured by 2019 FSA Scores.

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

☒ Strengthen school processes for engaging ELL students and families through meaningful communication.

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?
Scheduling EL's in clusters to maximize instructional support and ensure all teachers are aware on the EL's in their classroom.	Administration and ELL Teachers	August 2018 and as EL's enroll
Plan for meaningful communications with families and ensure communication (i.e Implement data and curriculum review with parents) is available in the language spoken by families.	Instructional staff	Weekly, after data points, during 4 report periods, each semester.
Utilizing accommodations as provided by their IEP and/or 504 plans	Instructional staff	As mandated with fidelity
Explicitly teach, develop and model high level English language and content specific vocabulary throughout the school day by all staff	Administration, ILT, District EL Resource Teacher, ELL Teachers, Literacy and Math Coaches.	Daily, weekly, in lesson plans.
Utilize and monitor the implementation of the Can Do Name Charts and MPI's in the planning and practice within all classrooms to ensure the instruction matches the needs of EL's and scaffolding provides an appropriate entry point for grade level content with ongoing student feedback.	Administration, ILT, District EL Resource Teacher, ELL Teachers Math and Literacy Coaches.	Daily, weekly, in lesson plans.
Helping students feel valued and respected-maintaining classroom environments, genuine interest in student ideas, courtesy and respect in all interactions, quality work displayed with reflections, specific praise/feedback.	Administration and All Instructional Staff Members.	Weekly, Daily. During planning, classroom discussions and assigned tasks.

Monitor lesson planning and classroom implementation of effective lessons that engage EL's in rigorous, standards based work rich in language development (explicit vocabulary, specific language patterns and language forms). Provide ongoing feedback to teachers to support the development of their practice in supporting English Language Learners.	Administration	Daily, Weekly. As needed.

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
Equity Champions present components of summer training. (i.e Implicit Bias Acknowledge, Conscious Awareness, and Disrupt System Equity)	Administration, All staff including Assistants and Paraprofessionals,	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID Team present summer learnings	Administration, All staff including Assistants and Paraprofessionals	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Cultural Competence, Cultural Relevance, and Cultural Responsiveness PD.	Administration, All staff including Assistants and Paraprofessionals	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Understanding WIDA Elevation Reports and how it informs and impact instructional practices.	Administration, All staff including Assistants and Paraprofessionals	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards). Utilize social media to increase communication with parents; PCS family Engagement APP; School Facebook. Parent/family open house nights to communicate school and classroom processes and procedures Parent/Family Title 1 Nights to communicate the functionality of Title 1 and the Budget.	Administration, Community Involvement Coordinator, School Student Support Services Team, all Staff.	August 2018 –May 2019
2. Provide academic tools to families in support of their students' achievement at home.	Family Nights at each grade level to discuss student academic, social, and behavioral progress, goals, and available resources as needed by families.	Administration, Community Involvement Coordinator, School Student Support Services Team, all Staff.	August 2018-May 2019. Once a semester for grade levels
3. Purposefully involve families with opportunities for them to advocate for their students.	Family nights will included take home resources as an extension of the classroom. Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.	Administration, Community Involvement Coordinator, School Student Support Services Team, all Staff.	August 2018-May 2019
4. Intentionally build positive relationships with families and community partners.	Develop and implement activities to build respect and trust between home and school Conduct home visit to increase relationships between teacher and family/parent Increase positive interaction with parents/families on a regular basis. Utilize current programs to gather parents and family input for development of school improvement. (All Pro Dads, International Coffee Talks, SAC, PTA)	Administration, Community Involvement Coordinator, School Student Support Services Team, all Staff.	August 2018- May 2019

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
Planning Parent/Family Nights Data to present to parents.	Instructional Staff Members, MTSS/RtI, Literacy and Math	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Staff attendance in the following trainings: Family Friendly Schools, Collaborating for Success: High Impact Classroom Family Engagement, Dual capacity Family Engagement Team Training.		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Antonette	Wilson	Black	Principal
Christen	Ku	White	Choose an item.
Harry	Yoccum	Multi	Business/Community
Stephanie	Shermeta	White	Business/Community
Aaron	Moore	Black	Parent
Rosie	Rodriquez	Hispanic	Parent
Sarah	Painter	White	Teacher
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

Still recruiting parents for the 2018-2019

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]**
	Book of the month for each classroom to support RP (classroom culture)	$1500.00
	Classroom Instructional Materials	$2,475.27 (Title 1 Funds)
	Subscriptions/Periodicals	$1,000.00 (Title 1 Funds)
	MTSS/RTI Coach	59,930.63 (Title 1 Funds)
	Literacy Coach	77,824.38 (Title 1 Funds)
	Math Coach	35,429.35 (Title 1 Funds)
2.	**Behavioral Support**	$ **[Insert amount for category]**
	Student incentives and celebrations	$200.00
	½ Time Social Worker	$42,884.67 (Title 1 Funds)
3.	**Materials and Supplies**	$ **[Insert amount for category]**
	Materials for Family Math and Literacy Night	$200.00
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **[Insert amount for category]**
	Registration Fees for Conferences in different content and behavior areas for teachers and administration.	$500.00
	Travel expenses for conferences: Food Allowance and Gas	$300.00
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ **[Insert amount for category]**
	TDE's for Teacher Professional Development	$5,242.31 (1000.00 SIP)(4,242.31 Title 1)
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
TOTAL $ **3700.00 SIP Funds** **Title 1 Funds: $223,786.58**		