



School Improvement Plan SY 2018-19

FOREST LAKES 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:	Karen Aspen	SAC Chair:	Allison Eaddy
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School Vision	100% Student Success
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School Mission	Forest Lakes Elementary School—A Community in Pursuit of Highest Student Achievement
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
493	19	28	108	30	308	0

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

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	67	66	79	72	73	61						
Learning Gains All	53	60	65	69								
Learning Gains L25%	38	49	51	53								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Karen	Aspen	FT	4-10 years
Assistant Principal	Michael	McHugh	FT	4-10 years
Priority 1/Math	Rachel	Pages	FT	11-20 years
Priority 2	Michelle	Audette	FT	11-20 years
Priority 3 Chair/ELA	Joann	Ferra	FT	1-3 years
MTSS	Suzanne	Bradford	FT	20+ years
ESE	Leslie	Rogers	FT	11-20 years
ELL	Stacey	Rutledge	FT	11-20 years
Climate and Culture	Georgia	Madalvanos	FT	11-20 years
SIP	Karen	Gums	FT	20+ years
Kindergarten/Restorative Practices	Genie	Merrer	FT	20+ years
Equity	Kristie	Gerber	FT	1-3 years
First Grade	Zoy	Papamichael	FT	20+ years
Second Grade	Pat	Finke	FT	20+ years
Third Grade	Colette	Alex	FT	11-20 years



Fourth Grade	Barb	Miller	FT	20+ years
Fifth Grade/Science	Susan	Kypriotakis	FT	11-20 years
Total Instructional Staff:	46	Total Support Staff:	23	

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: Student-Centered with Rigor

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency will increase from 78% in math to 88%.

2. Priority 2: Formative Assessment

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students achieving proficiency will increase from 66% in ELA to 77%

3. Priority 3: Planning to Close the Achievement Gap Using Data

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Planning to Close the Achievement Gap Using Data , then the percent of all students achieving proficiency will increase from 66% in ELA to 76%.



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.	Leadership Team	All Priorities	Develop and monitor implementation strategy for school improvement plan	<ul style="list-style-type: none"> Schedule agenda items for faculty meetings, SIP meetings, priority meetings, and PLCs and determine needs for professional development 	Principal	Principal, AP, Priority Chairs, ESE, ELL, Climate and Culture, SIP, Equity, Math, ELA, Science, PLC Team Leaders	Second Tuesday and Fourth Thursday of each month	<ul style="list-style-type: none"> Agendas and minutes which reflect alignment of priority strategies to be carried out through faculty meetings, SIP meetings, priority meetings, PLCs and professional development
2.	Priority 1 Team	Priority 1	To increase student-centered learning with rigor	<ul style="list-style-type: none"> Research best practices and share strategies and/or provide professional 	Priority 1 Team Leader	Cross-grade level priority 1 team members	First Tuesday of each month	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting Lesson Plans



Continuous Improvement

	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
				development in faculty meetings, SIP meetings, priority meetings, and PLCs				<ul style="list-style-type: none"> Classroom observations
3.	Priority 2 Team	Priority 2	To increase the use of formative assessment	<ul style="list-style-type: none"> Research best practices and share strategies and/or provide professional development in faculty meetings, SIP meetings, priority meetings, and PLCs 	Priority 2 Team Leader	Cross-grade level priority 2 team members	First Tuesday of each month	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting Lesson Plans Classroom observations
4.	Priority 3 Team	Priority 3	To Strategically Plan to Close the Achievement Gap Using Data	<ul style="list-style-type: none"> Research best practices and share strategies and/or provide professional development in faculty meetings, SIP meetings, priority 	Priority 3 Team Leader	Cross-grade level priority 3 team members	First Tuesday of each month	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting Lesson Plans Classroom observations



	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
				meetings, and PLCs				
5.	MTSS Support Team/Child Study Team	Priority 3	To coordinate resources for the provision of tier 2 and tier 3 supports	<ul style="list-style-type: none"> Monitor data, share data in leadership team meetings, problem-solve and coordinate resources 	MTSS Team Leader	Principal, AP, behavior specialist, guidance counselor, psychologist and social worker	Second and fourth Tuesday of each month	<ul style="list-style-type: none"> Ongoing databases for academic and behavior problem-solving, progress monitoring graphs, agenda items in leadership team meetings
6.	ELA Team	All Priorities	To improve ELA instruction and intervention	<ul style="list-style-type: none"> Share strategies and/or provide professional development in faculty meetings, SIP meetings, priority meetings, and PLCs 	AP	Principal, AP, primary teacher, intermediate teacher	Once a month, day of the week TBD	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting Lesson Plans Classroom observations
7.	Math Team	All Priorities	To improve math instruction and intervention	<ul style="list-style-type: none"> Share strategies and/or provide professional development in faculty meetings, SIP meetings, priority 	Principal	Principal, AP, primary teacher, intermediate teacher	Once a month, day of the week TBD	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting Lesson Plans Classroom observations



	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
				meetings, and PLCs				
8.	Science Team	All Priorities	To improve science instruction and intervention	<ul style="list-style-type: none"> Share strategies and/or provide professional development in faculty meetings, SIP meetings, priority meetings, and PLCs 	AP	Principal, AP, primary teacher, intermediate teacher	Once a month, day of the week TBD	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting Lesson Plans Classroom observations
9.	ESE Team	Priority 3	To Strategically Plan to Close the Achievement Gap Using Data	<ul style="list-style-type: none"> Research best practices and share strategies and/or provide professional development in faculty meetings, SIP meetings, priority meetings, and PLCs 	ESE Team Leader	Cross-grade level ESE team members	First Tuesday of each month	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting
10.	ELL Team	Priority 3	To Strategically Plan to Close the Achievement Gap Using Data	<ul style="list-style-type: none"> Research best practices and share strategies and/or provide 	ELL Team Leader	Cross-grade level ELL team members	First Tuesday of each month	<ul style="list-style-type: none"> Agendas and minutes which reflect action items to be shared in leadership team meeting



	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
				professional development in faculty meetings, SIP meetings, priority meetings, and PLCs				
11.	PLCs	All Priorities	To increase student achievement	<ul style="list-style-type: none"> Implement school improvement strategies, monitor student work and data, and problem-solve 	PLC Team Leader	PLC members	Every Wednesday	<ul style="list-style-type: none"> PLC agendas and minutes which reflect implementation of school improvement strategies and problem-solving focused on student work and data
12.	Restorative Practices Team	All Priorities	To increase the social and emotional well-being of students and staff	<ul style="list-style-type: none"> Professional development and classroom and school-wide implementation 	Restorative Practices Team Leader	Restorative Practices team members	Once a month, day of the week TBD	<ul style="list-style-type: none"> Agenda items for faculty meetings, SIP meetings, PLCs Lesson Plans Classroom observations

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 very good. We expect our performance level to be improved by the end of the school year.
2. The problem/gap in behavior performance is occurring because we are in the early stages of restorative practices implementation.
3. If continued professional development would occur, the problem would be reduced by a reduction in discipline referrals, as evidenced by discipline referral data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by conducting surveys and monitoring discipline referral data.

5. SMART GOAL:

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

The number of all students receiving referrals will decrease from 17 to 8, as measured by discipline referral data.

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.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Karen Aspen, Mike McHugh, Genie Merrer 	<ul style="list-style-type: none"> • June 25 and 26, 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Karen Aspen 	<ul style="list-style-type: none"> • June 4-6, 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Karen Aspen, Mike McHugh, Genie Merrer 	<ul style="list-style-type: none"> • June 25 and 26, ongoing
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Karen Aspen 	<ul style="list-style-type: none"> • August 3, August 6, and TBD
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Karen Aspen, Mike McHugh, Genie Merrer 	<ul style="list-style-type: none"> • Once a month, day of the week TBD



Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> Leadership Team and Genie Merrer 	<ul style="list-style-type: none"> Once a month, day of the week TBD
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"> Karen Aspen, Mike McHugh, Genie Merrer 	<ul style="list-style-type: none"> Once a month, day of the week TBD

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-August 3 and August 6, 2018	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using Circles Effectively	56 instructional and support staff members	<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



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Currently, 89% of the students are missing no more than 10% of the school year. We expect our performance level to be 91% by the end of the school year.
2. The problem/gap in attendance is occurring because data was not monitored by all.
3. If school-wide data monitoring would occur, the problem would be reduced by 20%.
4. We will analyze and review our data for effective implementation of our strategies by embedding monitoring processes and professional development into leadership team, faculty meeting, SIP meeting and PLC agendas.

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 percentage of all students who are missing no more than 10% of school will increase from 89% to 91%, as measured by attendance data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal, Social Worker	Faculty Meeting
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker	TBD
Develop and implement attendance incentive programs and competitions.	MTSS Support Team, Leadership Team	TBD
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	MTSS Support Team	TBD
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	MTSS Support Team	Second and fourth Tuesday of each month
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	MTSS Support Team	Second and fourth Tuesday of each month
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	MTSS Support Team	Second and fourth Tuesday of each month

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment



Embedded into faculty meetings, SIP meetings and PLC meetings	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67%, as evidenced in FSA data.
2. We expect our performance level to be 77% by the end of the school year.
3. The problem/gap is occurring because data-driven differentiated instruction needs to increase.
4. If data-driven differentiated instruction would occur, the problem would be reduced by 10%.

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 38% 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.)*

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Meetings with ELA team to review student and teacher data for trends and next steps.	AP	Once a month, day of the week TBD
Plan for the sharing of strategies (including culturally relevant teaching) and/or professional development in faculty meetings, SIP meetings, priority meetings, and PLCs.	ELA Team	Once a month, day of the week TBD
Utilize the Marzano strategy of Planning to Close the Achievement Gap, using cycle and diagnostic data, to develop strategies to develop differentiated instruction and targeted intervention and to monitor student progress.	ELA Team	Once a month, day of the week TBD

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
Data-driven ELA professional development embedded into faculty meetings, SIP meetings and PLC meetings.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven ELA professional development provided on professional development days.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Data-driven ELA professional development provided through coaching of individual teachers, and providing opportunities to observe model classrooms, when needed.	TBD instructional staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 79%, as evidenced in FSA data.
2. We expect our performance level to be 89% by the end of the school year.
3. The problem/gap is occurring because student centered instruction with rigor needs to increase.
4. If student centered instruction with rigor would occur, the problem would be reduced by 10%.

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 79% to 89%, 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.
- 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?
Meetings with math team to review student and teacher data for trends and next steps.	Principal	Once a month, day of the week TBD
Plan for the sharing of strategies (including culturally relevant teaching) and/or professional development in faculty meetings, SIP meetings, priority meetings, and PLCs.	Math Team	Once a month, day of the week TBD

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
Data-driven math professional development embedded into faculty meetings, SIP meetings and PLC meetings.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven math professional development provided on professional development days.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven math professional development provided through coaching of individual teachers, and providing opportunities to observe model classrooms, when needed.	TBD instructional staff members	<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 73%, as evidenced in FSA data.
2. We expect our performance level to be 83% by the end of the school year.
3. The problem/gap is occurring because student centered instruction with rigor needs to increase.
4. If student centered instruction with rigor needs to increase would occur, the problem would be reduced by 10%.

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 73% to 83%, 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.
- 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?
Meetings with science team to review student (cycle and diagnostic) and teacher data for trends and next steps.	AP	Once a month, day of the week TBD
Plan for the sharing of strategies (including culturally relevant teaching) and/or professional development in faculty meetings, SIP meetings, priority meetings, and PLCs.	Science Team	Once a month, day of the week TBD
Meetings with science team to review cycle and diagnostic data to inform the 3 rd /4 th grade review plan for 5 th grade students.	Principal	Fifth Grade PLC 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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Data-driven science professional development embedded into faculty meetings, SIP meetings and PLC meetings.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven science professional development provided on professional development days.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven science professional development provided through coaching of individual teachers, and providing opportunities to observe model classrooms, when needed.	TBD instructional staff members	<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 Gold Level, as evidenced in National Healthy Schools Award.
2. We expect our performance level to be continued by the end of the school year.
3. The problem/gap is occurring because not applicable.
4. If not applicable would occur, the problem would be reduced by not applicable.

5. SMART GOALS:

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

The Choose an item of Choose an item students Click or tap here to enter text will Choose an item from Click or tap here to enter text to Click or tap here to enter text, as measured by Click or tap here to enter text.

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?

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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<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 50%, as evidenced in ELA FSA.
2. We expect our performance level to be 77% by the end of the year.
3. The problem/gap is occurring because Planning to Close the Achievement Gap Using Data needs to occur.
4. If Planning to Close the Achievement Gap Using Data would occur, the problem would be reduced by 100%.

5. SMART GOALS:

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

The percent of black students achieving ELA proficiency will increase from 50% to 77%, as measured by ELA FSA.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Elimination of the achievement gap
Student Achievement	<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <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.	<ul style="list-style-type: none"> • Elimination of the achievement gap
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Elimination of the achievement gap
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Elimination of the achievement gap
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	<ul style="list-style-type: none"> • Elimination of the achievement gap



Subgroup Goals

	<input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Elimination of the achievement gap

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?
Ongoing monitoring of subgroup data and ongoing problem-solving	Principal	Bi-monthly leadership team meetings

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
Restorative Practices-August 3 and August 6, 2018	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using Circles Effectively	56 instructional and support staff members	<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



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 30%, as evidenced in ELA FSA.
2. We expect our performance level to be 45% by the end of the school year.
3. The problem/gap is occurring because Planning to Close the Achievement Gap Using Data needs to occur.
4. If Planning to Close the Achievement Gap Using Data would occur, the problem would be reduced by 15%.

5. SMART GOALS:

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

The percent of ESE students achieving ELA proficiency will increase from 30% to 45%, as measured by ELA FSA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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 black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.
- 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?
Ongoing monitoring of subgroup data and ongoing problem-solving	ESE Team Leader	First Tuesday of each month
First school in north half of district to provide total inclusion for one of their ASD units.	Administration, Student Services	Ongoing.

2. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Data-driven ESE professional development embedded into faculty meetings, SIP meetings and PLC meetings.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven ESE professional development provided on professional development days.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven ESE professional development provided through coaching of individual teachers, and providing opportunities to observe model classrooms, when needed.	TBD instructional staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38.5%, as evidenced in ELA FSA.
2. We expect our performance level to be 53.5% by the end of the school year.
3. The problem/gap is occurring because Planning to Close the Achievement Gap Using Data needs to occur.
4. If Planning to Close the Achievement Gap Using Data would occur, the problem would be reduced by 15%.

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 38.5% to 53.5%, as measured by ELA FSA.

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

- Strengthen school processes for engaging ELL students and families through meaningful communication.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ongoing monitoring of subgroup data and ongoing problem-solving	ELL Team Leader	First Tuesday of each month

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
Data-driven ELL professional development embedded into faculty meetings, SIP meetings and PLC meetings.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven ELL professional development provided on professional development days.	56 instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data-driven ELL professional development provided through coaching of individual teachers, and providing opportunities to observe model classrooms, when needed.	TBD instructional staff members	<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"> Meet the Teacher Event Back to School Night Parent/Teacher Conferences 	<ul style="list-style-type: none"> PLC Team Leaders 	<ul style="list-style-type: none"> Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Parent Communication Newsletters 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent/Teacher Conferences SAC PTO 	<ul style="list-style-type: none"> Teachers, Administration, SAC Chair, PTO Board 	<ul style="list-style-type: none"> Ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Evening Educational Events Parent/Teacher Conferences Before School Events 	<ul style="list-style-type: none"> Family and Community Liaison Teachers, Administration SAC Chair, PTO Board 	<ul style="list-style-type: none"> Ongoing

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
Data-driven community engagement professional development embedded into faculty meetings, SIP meetings and PLC meetings.	56 instructional and support staff members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data-driven community engagement professional development provided on professional development days.	56 instructional and support staff members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Heidi	Meunger	White	Parent
Jackie	DeValle	Hispanic	Parent
Madison	Parkinson	White	Parent
Allison	Eaddy	Black	Parent
Tracy	Trenck	White	Parent
Emi	Emery	Asian	Parent
Beth	Sledd	White	Parent
Nisida	Leopardi	Hispanic	Parent
Perla	Cabral	Hispanic	Parent
Craig	Davide	White	Business/Community
Ellen	Lattanzio	White	Teacher
Marie	Nadig	White	Teacher
Kim	Kennelly	White	Teacher
Karen	Gums	White	Teacher
Heather	Sinos	White	Teacher
Susan	Kypriotakis	White	Teacher
Joann	Ferra	White	Teacher
Amy	Rossi	White	Support Employee
Karen	Aspen	White	Principal

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: TBD No



BUDGET / SIP FUNDS

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

Budget Categories		Amount
1. Academic Support		\$ 1000.00
	TDEs	\$1000.00
	[Describe each support on a separate row]	[Insert Amount]
2. Behavioral Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3. Materials and Supplies		\$ 400
	Restorative Practices Cards, Posters	\$400
	[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.)		\$ 1000.00
	TDEs	\$1000.00
	[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 \$ \$2400		