



School Improvement Plan SY 2018-19

FRONTIER ELEMENTARY SCHOOL

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Pinellas County Schools

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Continuous Improvement

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

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

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

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



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Heather Peters	SAC Chair:	Dr. Anna Tsambis
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School Vision	We are dedicated to developing students into thinkers and problem solvers who are ready to be contributing members of a diverse society.

School Mission	We are committed to: Take care of the whole child, Believe the best of all stakeholders, Work together as a school community, Foster a growth mindset, Create a safe environment.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
668	25	79	208	38	317	1

School Grade	2018: A	2017: B	2016: C	Title I	YES
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	58	54	77	68	61	47						
Learning Gains All	58	59	77	73								
Learning Gains L25%	53	53	77	67								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Heather	Peters	FT	Less than 1 year
Equity Champion	Denise	Steele	FT	4-10 years
ESE	Anna	Tsambis	FT	1-3 years
ELL	Jenny	Massini	FT	1-3 years
Climate and Culture	Nancy	Brodosi	FT	11-20 years
Curriculum Spec	Jill	Andrews	FT	Less than 1 year
Grade 1 Teacher	Leah	Ahearn	FT	4-10 years
Grade 2 Teacher	Patty	Williams	FT	11-20 years
AVID Coordinator	Amanda	Campbell	FT	4-10 years
Third Grade Teacher	Ashley	Clifton	FT	1-3 years
Grade 4 Teacher	Michaela	Vazquez	FT	4-10 years
Grade 5 Teacher	Jennifer	Shuman	FT	4-10 years
Total Instructional Staff:	12	Total Support Staff:	0	



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 58% in ELA, 61% in science and 77% in math to 70% in ELA, 70% in science and 85% in math

2. Priority 2: Student-Centered with Rigor

Priority 2 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 58% in ELA, 61% in Science and 77% in math to 70% in ELA, 70% in science and 85% in math.

3. Priority 3: Data Driven Instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support data driven instruction, then the percent of all students achieving proficiency will increase from % in ELA, 61% in Science and 77% in math to 70% in ELA, 70% in science and 85% in math.



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</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</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Review interim assessment data Create PLC agendas Determine Coaching needs 	Principal	Assistant Principal, Guidance, Psychologist, Social Worker, Curriculum Specialist, Equity Champion	Weekly on Wednesday mornings	<ul style="list-style-type: none"> Increase in interim assessment proficiency data from pretest to post test Lesson plans aligned to standards Walk through data showing standards alignment
2.	Tier 3 Problem-solving Team	Priority 3	Support individual students’ needs both academically and behaviorally	<ul style="list-style-type: none"> Review student data-istation, referrals, interim assessment, MAP and determine students who are not making gains Verify Tier 2 interventions are in place for struggling students Develop PSW/PBIP plans for students not making progress 	Guidance	Principal Assistant Principal Psychologist Social Worker Curriculum Specialist	One Wednesday per month	<ul style="list-style-type: none"> Charting of Tier 3 student data PSW meeting schedule Fidelity checks on Title one teachers providing support Observation of behavior interventions and academic interventions Review of core discipline and core academic data
3.	PBIS/Equity Team	All Priorities	Develop and maintain a positive schoolwide culture aligned to PBIS and	<ul style="list-style-type: none"> Provide training to staff on Restorative Practices including circles, affirmative statements, 	Guidance	Principal Guidance Equity Champion Data Champion RP Team	TDE once per semester	<ul style="list-style-type: none"> Improved Discipline Data Walkthrough and observation data indicating use of RP/PBIS



	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
			restorative practices.	and restorative conversations <ul style="list-style-type: none"> • Model practices for staff when students are involved • Work with students to ensure the GFS are known. • Monitor discipline data to ensure that students are spending more time in class learning. 				<ul style="list-style-type: none"> • Students able to name the GFS • Improved positive to negative ratio utilized in the classroom
4.	Child Study Team	Priority 3	Improve student attendance to ensure that all students have the opportunity to learn core content	<ul style="list-style-type: none"> • Monitor data such as absences, tardies and pending data • Determine tier 2 and tier 3 interventions for students and families as needed • Oversee implementation of our schoolwide Tier 1 attendance plan • Share attendance data regularly with staff • Create a PSW to target tier 1 attendance issues 	Social Worker	Principal Social Worker Guidance	2 nd and 4 th Wednesday of the month	<ul style="list-style-type: none"> • Attendance letters sent home to determine reason for absences • Decrease in the number of pendings in Focus • Yellow rating on monthly CST report • Documentation on CST minutes • Updates to PSW
5.	Math Leadership Team	All Priorities	Build teacher capacity schoolwide to ensure that math instruction is aligned to standards and is student centered. Utilize interim math data to plan	<ul style="list-style-type: none"> • Attend math leadership cohort • Create data driven PLC protocol • Conduct learning walks school wide • Plan for PD based upon determine need • Monitor data 	Principal	Curriculum Specialist 3 classroom teachers Principal Instructional Leadership Team	6 times per year	<ul style="list-style-type: none"> • Walk through data shows that math instruction is aligned to critical content and student centered with rigor • PLC protocol supports the use of data to drive instruction



	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
			for PD, coaching and next steps.					<ul style="list-style-type: none"> PLCs not only reflect conversation about data but also best practices Improved interim math data across all grade levels
6.	Literacy Leadership Team	All Priorities	Build teacher capacity schoolwide to ensure that ELA instruction is aligned to standards and is student centered. Utilize interim ELA data to plan for PD, coaching and next steps.	<ul style="list-style-type: none"> Attend ELA school based leadership cohort Create data driven PLC protocol Conduct learning walks school wide Plan for PD based upon determine need Monitor data 	Principal	Curriculum Specialist 3 classroom teachers Principal Instructional Leadership Team	6 times per year	<ul style="list-style-type: none"> Walk through data shows that ELA instruction is aligned to critical content and student centered with rigor PLC protocol supports the use of data to drive instruction PLCs not only reflect conversation about data but also best practices Improved interim ELA data across all grades
7.	Science Leadership Team	All Priorities	Build teacher capacity schoolwide to ensure that science instruction is aligned to standards and is student centered. Utilize interim science data to plan for PD, coaching and next steps.	<ul style="list-style-type: none"> Review Science diagnostic data Plan for hands on lessons to address standards taught across grade levels Create exit tickets aligned to test specs Conduct learning walks and review trend data Plan for the incorporation of ELL strategies to increase academic vocabulary 	Principal	Principal Curriculum specialist 3 teachers Instructional Leadership Team	2 times per year	<ul style="list-style-type: none"> Improvements in science diagnostic data taken in 5th grade Evidence of standards based instruction through the use of post test data on individual units ELP attendance reflects struggling students identified by diagnostic assessment Lesson plans not only reflect current standards but systematic hands on review practice



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
								<ul style="list-style-type: none"> Exit tickets used by teachers Walk through and observation data
8.	Family Engagement Team	All Priorities	Increase the amount families in attendance at events and ensure that all events are linked to learning	<ul style="list-style-type: none"> Survey staff and families to determine needs Coordinate events with learning in mind Consider ways to bring in students with parents to make sure all families are comfortable Monitor attendance rates at all events Create different systems of communication: calendars, FB, Twitter, website Coordinate with PTA to combine efforts 	Principal	3 Teachers Principal PTA president	Monthly	<ul style="list-style-type: none"> Post event Survey data shows satisfaction and link to learning Agendas for events shows clear link to learning Increased teacher and parent participation Survey data used to plan initial events
9.	AVID Leadership Team	Priority 2	Increase collaboration, inquiry and organization through reading and writing to build student independence and achievement	<ul style="list-style-type: none"> Attendance at AVID path training and AVID SI Create a plan for AVID implementation Utilize coaching form to determine ongoing progress and next steps Create a schoolwide organization system using binders and notebooks 	AVID Coordinator	AVID coordinator Curriculum specialist Assistant Principal Principal 2 teachers Instructional Leadership team	3 times per year	<ul style="list-style-type: none"> AVID plan reflects current classroom practices Coaching document shows increase in comfort levels of schoolwide strategies Observations show increase in use of AVID strategies Organization system helps not only with student performance but with classroom communication
10.	Instructional Leadership Team	All Priorities	Monitor and Align school improvement efforts across all	<ul style="list-style-type: none"> All subject area teams work together to monitor data, discuss schoolwide trends and plan for PD 	Principal	Teacher Leaders Principal Assistant Principal	Monthly	<ul style="list-style-type: none"> Increase in task alignment to standard based upon lesson plans and walk throughs and observations



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
			areas to maximize student success	<ul style="list-style-type: none"> Determine key lesson planning strategies to ensure tasks across the school align to standards Focus on key strategies to maintain student centered classrooms Review curriculum calendars to ensure content is taught 				<ul style="list-style-type: none"> PD shared with staff aligns to ILT recommendations Improvement in interim data across all subject areas PLCS reflect common language put forth by ILT

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: *Discipline DATA, student, staff and parent survey, SBLT minutes*

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 142 discipline incidents received by 47 students. We expect our performance level to be improved through a 12% reduction by the end of the 2018/19 school year.
2. The problem/gap in behavior performance is occurring because there is lack of monitoring of the Tier One system with fidelity.
3. If consistent, ongoing progress monitoring to ensure fidelity would occur, the problem would be reduced by twelve percent. This would strengthen our universal, core behavioral interventions through targeted feedback in PD as evidenced by research on multi-tiered systems of support best practices.
4. We will analyze and review our data for effective implementation of our strategies by keeping better track of our discipline incidents as well as positive/negative ratios and then discuss schoolwide Tier 1 behavior more in depth at our SBLT meetings.

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 a discipline incident report will decrease from 27% to 15%, as measured by the number of discipline incident reports received.

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?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • Guidance – Nancy Brodosi, teacher reps - Kelli Salamanca and Jennifer Shuman, Principal Heather Peters 	<ul style="list-style-type: none"> • June 27 & 28, 2018 • June 25 – 26, 2018
Ensure at least one staff member attends training and becomes a certified Trainer of RP	<ul style="list-style-type: none"> • Guidance – Nancy Brodosi 	<ul style="list-style-type: none"> • July 16 – 18, 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • Guidance – Nancy Brodosi, teacher reps - Kelli Salamanca and Jennifer Shuman, Principal at the time, Tracie Bergman 	<ul style="list-style-type: none"> • June 27 & 28, 2018



Conduct learning opportunities.	<ul style="list-style-type: none"> Guidance – Nancy Brodosi, teacher reps - Kelli Salamanca and Jennifer Shuman, Principal – Heather Peters 	<ul style="list-style-type: none"> August-October 2018
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> Guidance – Nancy Brodosi, teacher reps - Kelli Salamanca and Jennifer Shuman, Principal – Heather Peters 	<ul style="list-style-type: none"> August 2018-May 2019
Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> SBLT 	<ul style="list-style-type: none"> September 2018-April 2019
Model consistent restorative principles in interacting with students and staff	<ul style="list-style-type: none"> Guidance – Nancy Brodosi, teacher reps - Kelli Salamanca and Jennifer Shuman, Principal – Heather Peters 	<ul style="list-style-type: none"> August 2018-May 2019
Develop a systematic way to identify behavior concerns and communicate with the leadership team	<ul style="list-style-type: none"> Guidance – Nancy Brodosi, teacher reps - Kelli Salamanca and Jennifer Shuman, Principal – Heather Peters 	<ul style="list-style-type: none"> August 2018-May 2019
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"> Guidance – Nancy Brodosi, teacher reps - Kelli Salamanca and Jennifer Shuman, Principal – Heather Peters SBLT 	<ul style="list-style-type: none"> Monthly at SBLT, twice per year at 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 Introduction-6 hours-review compass of shame, social discipline window, types and uses of circles, foundations of RP	Approximately 60 participants	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices Part II-6 hours-Discuss the meaning of restorative and how to consider restorative practices within a classroom setting, lessons for SEL implementation, additional ideas for circles	Approximately 60 participants	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School wide Behavior plan training-review of our school wide PBIS plan, GFS, and schoolwide expectations, including those in the common areas. Also included is the school wide reward systems and expectations for classroom management plans	Approximately 60 participants	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 23%. We expect our performance level to be 16% by implementing our school wide attendance plan with fidelity..
2. The problem/gap in attendance is occurring because our attendance plan is not being monitored with fidelity.
3. If Consistent monitoring and Tier 2 supports for students and families) would occur, the problem would be reduced by seven percent, keeping us in the yellow zone all year.
4. We will analyze and review our data for effective implementation of our strategies by meeting regularly with an agenda at CST.

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 with high numbers of absences will decrease from 23% of students missing more than 10% of school to 16%, as measured by daily attendance records in FOCUS..

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 Content 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	August 2018
Clearly define the resources available and processes used for attendance of students across all tier levels.	CST	August, December, March 2018-19
Review and Implement attendance incentive program and competitions.	CST	August 2018
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal	September 2018
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	August 2018-May 2019
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	August 2018-May 2019
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Principal	August 2018-May 2019

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Develop staff understanding of their role in supporting student attendance-PND codes, parent communication,	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



check in check out- as well as our school wide attendance process.		
Train various parent groups-PTA, SAC, kindergarten families- on the importance of attendance and its impact on student learning and achievement	Frontier Families	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW: FSA, MAP, Istation, interim assessment data, PLC notes and walk through data

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 58% of students are performing at a proficient level in grades 3-5, as evidenced in the 2018 FSA ELA data.
2. We expect our performance level to be 70% by Spring of 2019.
3. The problem/gap is occurring because the tasks students work towards are not aligned to the rigor of the standard.
4. If planned, rigorous instruction would occur, the problem would be reduced by 12%.

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 58% to 70%, as measured by FSA.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which scaffolds instruction to meet the needs of all students.

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?
Build an understanding of the shifts of instruction in ELA called for by the CCSS through professional development.	Principal Curriculum Specialist	PLC's Curriculum Training
Provide opportunity in PLC's for teachers to review grade level standards and assist them with task analysis and opportunities to create questions at higher DOK levels based upon the ALD's for each grade level.	Curriculum Specialist	Every Other Week in PLC's
Develop teacher understanding of all academic data available and work within PLC's, collaborative planning and data chats to analyze student work, review standards with which students are struggling and create corrective teaching plans to be used during intervention to help students master these standards	Principal	August 2018-May 2019
Define scaffolding strategies to teachers and distinguish them from remediation strategies. Work with teachers to use these to support all students, especially ESE/ELL, during core.	Curriculum Specialist ESOL Teachers	Every Other Week in PLC's
Institute a Literacy leadership team to monitor data, build content expertise, develop teacher capacity, conduct learning walks and facilitate conversation across grade levels.	Principal Curriculum Specialist	6 times during the year
Provide PD and coaching on overall strategies that allow teachers opportunity to engage students in higher level tasks that promote independence and collaboration. Incorporate AVID strategies and thinking maps to support students in text annotation, writing, and collaboration on complex tasks.	AVID team Literacy Leadership Team Curriculum Specialist	August 2018-May 2019



Utilize formative assessment tasks and interim assessments to monitor student progress between MAP and common assessment administrations.	Instructional Leadership Team SBLT Classroom teachers	Biweekly interims Weekly formatives
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8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Scaffolding strategies to support students reading of complex, grade level texts based upon data.	All instructional Staff (40)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Strategies to support metacognitive thinking using Strategies that Work and The Reading Strategy Book. Include how to conduct learning walks and developing understanding of progression of standards across grade levels.	Literacy Leadership Team (4) Curriculum Specialist (1) Instructional Leadership Team (22)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID strategies to be embedded in all monthly curriculum meetings to model how to implement/use in classrooms	Teachers in grades 3-5 (16)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Embedded Coaching to teachers on high yield strategies to build collaborative classrooms.	Classroom teachers as needed (30)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Shifts within ELA instruction as supported by the CCSS	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data Driven Instruction-Using interim/formative data to plan for a corrective teaching plan (as opposed to a reteaching plan)	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW: FSA, ST Math usage, interim assessment reports, unify assessments, MAP

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 77% of students in grades 3-5 a, as evidenced in Math FSA performance.
2. We expect our performance level to be 85% by Spring 2019.
3. The problem/gap is occurring because students need more exposure with complex, open ended problems with multiple steps and/or solutions.
4. If teacher use of real world, complex math problems would occur, the problem would be reduced by 8%.

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 scoring at a Level 3 or higher on FSA will increase from 77% to 85%, as measured by Math 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.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which scaffolds instruction to meet the needs of all students.

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?
Build an understanding of the shifts of instruction in Math called for by the CCSS as well as the mathematical practices through professional development.	Principal Curriculum Specialist	PLC's Curriculum Training
Provide opportunity in PLC's for teachers to review grade level standards and assist them with task analysis and opportunities to create questions at higher DOK levels based upon the ALD's for each grade level.	Curriculum Specialist	Every Other Week in PLC's
Develop teacher understanding of all academic data available and work within PLC's, planning and data chats to analyze student work, review standards with which students are struggling and create corrective teaching plans to be used during intervention to help students master these standards	Principal	August 2018-May 2019
Define scaffolding to teachers in terms of teacher/student roles during math instruction. Ensure understanding of how teaching should move from conceptual to procedural to real world, and this progression defines rigor.	Curriculum Specialist ESOL Teachers	Every Other Week in PLC's
Institute a Math leadership team to monitor data, build content expertise, develop teacher capacity, conduct learning walks and facilitate conversation across grade levels. Attend Mathematics Teacher Leadership Cohort.	Principal Curriculum Specialist Math Leadership Team	6 times during the year
Provide PD and coaching on overall strategies that allow teachers opportunity to engage students in higher level tasks that promote independence and collaboration. Incorporate AVID strategies and thinking maps to support students in text annotation, writing, and collaboration on complex tasks.	AVID team Math Leadership Team Curriculum Specialist	August 2018-May 2019



Utilize formative assessment tasks and interim assessments to monitor student progress between MAP and common assessment administrations.	Instructional Leadership Team SBLT Classroom teachers	Biweekly interims Weekly formatives
Familiarize teachers with High Yield number routines and ensure that they are implemented on a regular basis in the classroom.	Principal	August 2018-May 2019

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Shifts of Math Instruction per the CCSS	All instructional Staff (40)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Identifying a rigorous vs. non-rigorous task	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Understanding teacher and student roles during a math block	All Instructional Staff (40)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data Driven Instruction-Using interim/formative data to plan for a corrective teaching plan (as opposed to a reteaching plan)	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID strategies to be embedded in all monthly curriculum meetings to model how to implement/use in classrooms	Teachers in grades 3-5 (16)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Embedded Coaching to teachers on high yield strategies to build collaborative classrooms.	Classroom teachers as needed (30)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
High Yield Number Routines	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Participation in the Math Teacher Leadership Cohort and follow up at school in PD on leadership walks and supervision of math instruction	Math Leadership Team (3) Principal Curriculum Specialist (1)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW: *Diagnostic Data, SLAG pre/post assessments, SSA*

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 61% Proficient, as evidenced in student performance of the SSA.
2. We expect our performance level to be 70% by Spring 2019.
3. The problem/gap is occurring because students in fifth grade are lacking the content from 3rd and 4th grade, which is included on the SSA.
4. If a plan for ongoing review of previously taught content would occur, the problem would be reduced by 9%.

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 61% to 70%, as measured by the science SSA.

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 scaffolds instruction to meet the needs of all students.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize the science diagnostic data in September to determine key gaps in student learning and student misconception. Develop a calendar with 5 th grade teachers for review.	Science Leadership team	September 2018 January 2019
Develop Formative Assessment tasks that align to the item specifications and content limitations to assess student knowledge of content and familiarize them with the academic language needed to be successful on SSA.	Curriculum Specialist Science leadership team	August 2018-May 2019
Build in the nature of science skills throughout the all units to ensure students are familiar with conducting science experiments and the language that is used to describe the steps.	Classroom Teachers Science leadership team	August 2018-May 2019
Utilize Thinking Maps and AVID strategies, including writing across the content and reading nonfiction texts to help build background knowledge in science and provide students the opportunity to reflect on learning.	Principal Curriculum Specialist	August 2018-May 2019
Implement the 10-70-20 routine with fidelity in grades 3-5. Conduct Learning Walks to monitor instruction.	Classroom Teachers Science Leadership team	August 2018-May 2019
Identify important vocabulary and key concepts with which to display around the school and develop into academic games.	Science Leadership Team	September 2018 January 2019

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

- Priority 1 Priority 2 Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Using AVID Strategies to strengthen content knowledge	All teachers grades 3-5 (16)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Understanding the diagnostic data to drive instruction	Science Leadership Team (3) Curriculum Specialist	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Embedded coaching on the 10-70-20 routine and ways to integrate hands on experiences	All teachers grades 3-5 (16)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not yet meeting bronze level, as evidenced in Alliance for a Healthier Generation’s Healthy Schools Program .
2. We expect our performance level to be Bronze by Spring 2019.
3. The problem/gap is occurring because lack of monitoring of the program.
4. If a monitoring calendar and planned events would occur, we would improve to a bronze level by achieving 100% of the requirements.

5. SMART GOALS:

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

We will achieve all requirements in order to achieve bronze status as measured by the Alliance for a Healthier Generation’s Healthy Schools program

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

- Implement Healthy Activities/options for students and staff throughout the year.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Conduct pretest on Healthy Alliance modules. Based on results, create a plan and calendar of activities which will show improvement and develop an action plan to achieve our goal.	Assistant Principal, James Pribble Wellness Coordinator, Rebecca Fordham Café Manager, Craig Hajdich	September 2018
Healthy Schools team will need to meet monthly to update their calendar/action plan and then share outcomes and results with principal.	Assistant Principal, James Pribble Wellness Coordinator, Rebecca Fordham Café Manager, Craig Hajdich	October 2018-April 2019
Complete the SMART Snacks in School Documentation	Café Manager	September 2018
Share goals/ outcomes with the staff and families so that they are motivated to participate and advocate a healthier lifestyle to students.	Assistant Principal, James Pribble Wellness Coordinator, Rebecca Fordham Café Manager, Craig Hajdich	October 2018-April 2019
Involve PTA in supporting some of the activities as a connection to families.	Assistant Principal - James Pribble Wellness Coordinator - Rebecca Fordham Café Manager - Craig Hajdich PTA President - Arianne Byers	October 2018-April 2019

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

- Priority 1 Priority 2 Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attend at two healthy schools teams training	Heathy Schools Team (3)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Model physical movement activities that can be implemented in classroom with instructional staff. (Example: Go Noodle – brain breaks with movement) Monitor during walk throughs and observations.	Principal – Heather Peters Assistant Principal - James Pribble Wellness Coordinator - Rebecca Fordham	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Work Closely with the school PE department to ensure health ed topics and curriculum standards are being taught with fidelity	Assistant Principal - James Pribble Wellness Coordinator - Rebecca Fordham PE teachers – Dan Dreaden, Kerri Baughman	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52 students in STEM academies, as evidenced in school and district participation data.
2. We expect our performance level to be 80 students by October 2018.
3. The problem/gap is occurring because students attending STEM also attend ELP for other subject areas.
4. If better scheduling for STEM and ELP would occur, the problem would be reduced by 28 students.

5. SMART GOALS:

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

The number of all students participating in STEM academies will increase from 52 to 80, as measured by school and district participation data..

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Strengthen implementation of career academies to support student engagement, learning and project-based instruction.
- 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?
Create tutoring schedule first then STEM schedule to make sure that students needing in acceleration in STEM can participate in both activities.	Assistant Principal	August 2018, January 2019
Expand STEM academies to include a 2 nd grade STEM (STEM in 2 nd -5 th)	STEM Coordinators	October 2018
Include a STEM night for families to support the program.	Stem Coordinators	February 2018
Utilize FSA data and MAP to select students who would benefit from acceleration in math and science.	Assistant Principal	September 2018

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
Attend 3 District STEM trainings throughout the year	STEM coordinator (3)	<input checked="" 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 46% of Black students are considered proficient in ELA and 66% in Math as evidenced in the ELA and Math FSA.
2. We expect our performance level to be 70% in ELA and 85% in Math by Spring 2019.
3. The problem/gap is occurring because CRT strategies are not used with fidelity in classrooms.
4. If CRT would occur with fidelity, we would see students more engaged during instruction which would improve their overall learning gains as evidenced in MAP scores and FSA data.

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 scoring proficiency on ELA will increase from 46% to 70%, as measured by the ELA FSA. The percent of black students scoring proficiency on Math will increase from 66% to 85% as measured by the Math 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"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Teachers will be able to implement CRT with ease in their daily lessons across all subjects, but especially in ELA. Their awareness of the needs of Black students will increase, and they will be better equipped to build stronger, positive relationships with black students and families. This will lead to increase scores on ELA FSA.
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"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	<ul style="list-style-type: none"> • Black students will be more engaged in learning, motivated to complete work and develop stronger relationships with teachers and classmates. This will lead to improved scores in ELA, especially in writing, where these students tend to struggle. • By ensuring black students' participation in ELA ELP, students learning gaps will be able to filled in a smaller group setting without then having to lose time during the core. • By looking closely at the academic data of black students, teachers will be able to adjust their instruction accordingly They can meet with these students specifically to go over data and set goals. They will better be able to monitor student progress throughout the year and push these students to higher levels.
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Minority Hiring	<input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •



Subgroup Goals

	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	
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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?
During data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss with teachers strategies that can be used to meet the needs of these learners.	Principal	August 2018 October 2018 February 2019
Provide Professional development in AVID/CRT strategies specifically to meeting the needs of black students. Model these strategies during curriculum meetings and PLC's.	AVID team	August 2018-May 2019
Provide support and professional development in Restorative Practices, especially circles and SEL.	Guidance	August 2018-October 2018 Ongoing as needed
Look at data and classroom instruction from a lens of equity, using the expertise from the Equity Champion.	Equity Champion	Ongoing at monthly ILT meetings August 2018-May 2019
Personally invite black students qualifying for ELP to attend ELA tutoring.	Assistant Principal	August 2018 January 2019
Conduct walk throughs with district personnel to monitor fidelity of CRT/6 M's strategies throughout the school and support with embedded coaching as needed.	Principal	October 2018 February 2019
Include CRT/6M's in lesson planning sessions with teachers to ensure they are throughout and purposeful, guiding students to high levels of rigor.	Curriculum Specialist	Ongoing at weekly planning sessions August 2018-May 2019

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
AVID/CRT teaching strategies	All instructional Staff (40)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practice/Circle Training	All instructional Staff (40)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data Driven Instruction-Using interim/formative data to plan for a corrective teaching plan (as opposed to a reteaching plan)	All instructional staff (40)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Embedded Coaching based on teacher need and observation data	Instructional staff (15)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 38% proficient in ELA and 63% proficient in math, as evidenced in ELA and Math FSA performance.
2. We expect our performance level to be 55% in ELA and 85% in math by Spring 2019.
3. The problem/gap is occurring because students struggle in core due to many learning gaps.
4. If rigorous core instruction with scaffolded supports would occur, the problem would be reduced by 17% in ELA and 22% in math .

5. SMART GOALS:

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

The percent of ESE students achieving ELA proficiency will increase from 38% to 55%, as measured by ELA FSA. The percent of ESE students achieving Math proficiency will increase from 63% to 85%, as measured by Math 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).

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?
Work with ESE teachers in writing the master schedule to ensure that supports can be provided to students both in and out of core. Allocate a Title One Hourly teacher to support these students as well.	Assistant Principal ESE teachers	Spring 2018 August 2018
Collect data and monitor progress towards IEP goals and ensure collaboration between the ESE and general education teachers to best support students. Gradually reduce ESE supports to foster student independence as needed.	Assistant Principal	August 2018-May 2019
Plan intentionally for specially designed instruction to address IEP goals and grade level standards. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE Teachers	August 2018-May 2019
Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skill for students. Use visual supports and prompts to support students through transitions and longer tasks.	ESE teachers	August 2018-May 2019
Utilize scaffolds such as annotated texts, sentence frames, specific works spaces, or technology to ensure that all students have access to the grade level materials	ESE Teachers	August 2018-May 2019



Subgroup Goals

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 Instruction-Using interim/formative data to plan for instruction aligning to student needs and IEP goals.	ESE Teachers (3) Hourly ESE teacher (1)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Embedded Coaching based on teacher need and observation data.	ESE Teachers (3) Hourly ESE teacher (1)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Scaffolding supports to students to assist them in reading complex text	ESE Teachers (3) Hourly ESE teacher (1)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 21% proficient in ELA and 59% proficient in math, as evidenced in performance on the ELA and Math FSA.
2. We expect our performance level to be 40% in ELA and 75% in math by Spring 2019.
3. The problem/gap is occurring because the can-do descriptors are not being utilized appropriately as a source for the type of scaffolding students need during instruction.
4. If appropriate scaffolding for ELL students would occur, the problem would be reduced by 19% in math and 16% in math.

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 21% to 40%, as measured by ELA FSA. The percent of ELL students achieving Math proficiency will increase from 59% to 75%, as measured by Math 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.)*

- 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 strategically plan and implement lessons which meet the needs of English learners.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize and monitor the implementation of Can Do Name charts in the planning and practice within all classrooms to ensure the instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade-level content with ongoing student feedback.	Principal	August 2018 October 2018 February 2019 April 2019
Ensure that the ELL teachers and gen ed teachers are planning collaboratively, building in scaffolds to support individual language needs through the use of the MPI's in literacy. Support this work through partnership with UCF. Also work on implementing various co-teaching structures including parallel teaching, true co-teaching and small group differentiated instruction.	Principal Curriculum Specialist	August 2018-May 2019
Continue to work on the implementation of Thinking Maps as a way to support ELL students with organizing their thinking, capturing academic language and summarizing their learning.	Curriculum Specialist	August 2018-May 2019
Teachers model academic language and through the use of sentence frames, anticipation guides and collaborative structures expect ELL's to respond and communicate their own thinking using the same language. Teachers explicitly teach and develop the language of the content areas and expect ELL participation in meaningful activities that require interaction with others and the use of complex language.	Principal Curriculum Specialist	August 2018-May 2019



Subgroup Goals

Utilize early warning data to develop appropriate corrective teaching plans for these ELL students not meeting expectations. Ensure these students attend ELP, summer bridge and have access to the Connect to Success laptops. Provide enrichment opportunities to those ELL students achieving mastery of standards through STEM, the talented program, and possible gifted qualification through Plan B.	Assistant Principal	August 2018-May 2019
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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
ELL teachers and general ed ELL cluster teachers will work with coach from UCF on use of Can-do descriptors, helping ELL students access complex text and developing their academic language.	ELL and gen ed cluster teachers (15)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Thinking Maps-embedded coaching from James Dean	ELL/Gen ed cluster teachers (15)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data Driven Instruction-Using interim/formative data to plan for instruction aligning to student needs and Can Do descriptors.	ELL/Gen ed cluster teachers (15)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Embedded Coaching based on teacher need and observation data.	ELL/Gen ed cluster teachers (15)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Scaffolding supports to students to assist them in reading complex text	ELL/Gen ed cluster teachers (15)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 66% of girls are proficient in math, as evidenced in performance on the Math FSA.
2. We expect our performance level to be 85% by Spring 2019.
3. The problem/gap is occurring because the girls are not as confident in their mathematical talents as the boys.
4. If development of a growth mindset in the girls would occur, the problem would be reduced by 19%.

5. SMART GOALS:

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

The percent of female students achieving proficiency in Math will increase from 66% to 85%, as measured by Math FSA.

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

- Teachers utilize culturally relevant teaching.
- Invest in the building of high expectations and growth mindset.
- 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?
High expectations are communicated to students on a daily basis.	Principal	August 2018-May 2019
Girls are regularly recognized for effort and risk-taking.	Classroom Teachers	August 2018-May 2019
All students have an opportunity to work in a variety of ways-with partners, alone, in small group-so their individual needs and learning styles are met.	Classroom Teachers Curriculum Specialist	August 2018-May 2019
Ensure girls have an opportunity to participate in the STEM program and talented math program to build their confidence and receive additional enrichment.	Assistant Principal	August 2018 January 2019
Connect lessons not only with prior learning but also with student backgrounds. Ensure there is a real-world application to the content so that students can make connections.	Classroom Teachers Curriculum Specialist	August 2018-May 2019

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
AVID/CRT teaching strategies	All instructional Staff (40)	<input checked="" type="checkbox"/> Priority 2
Embedded Coaching and planning as needed	All instructional Staff (40)	<input checked="" type="checkbox"/> Priority 1
Equity Training/Fixed vs. Growth mindset	ILT (22)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 75% of gifted students are achieving at higher levels, as evidenced in ELA FSA.
2. We expect our performance level to be 82% by Spring 2019.
3. The problem/gap is occurring because there is a disconnect between the understanding of gifted strategies and the grade level standards amongst teachers.
4. If a stronger understanding about the connection between the gifted strategies and grade level standards amongst teachers would occur, the problem would be reduced by 7%.

5. SMART GOALS:

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

The percent of gifted students scoring at a level 4 or 5 on ELA FSA will increase from 70% to 82%, 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 gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Strengthen staff ability to engage students in complex tasks.
- 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?
Cluster gifted students in grades 3 rd -5 th grade so that gifted students can be scaffolded appropriately to meet high levels of rigor and teachers can better collaborate to meet these students' needs.	Principal	August 2018
Utilize pretest data as a tool to best plan for instruction to meet the needs of gifted students through curriculum compacting and/or differentiation of product, process or content.	Principal Curriculum Specialist Gifted Teacher	August 2018-May 2019
Teachers plan using the ALD's, focusing on planning tasks matching those in the level 4 and 5 range to ensure that students are being challenged appropriately.	Principal Gifted Teacher Curriculum Specialist	August 2018-May 2019
Teachers and administration to attend the gifted micro-credentialing training.	Principal	August 2018-May 2019
Embed professional development on differentiation for the gifted learner in curriculum trainings and PD.	Gifted Teacher	September 2018-April 2019

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



Subgroup Goals

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
Gifted micro-credentialing courses offered by the district	Instructional staff (6) Administration (1)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiation of Gifted Students	All Instructional Staff (40) Administration (2)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using the ALD's appropriately to plan for instruction	All Instructional Staff (40)	<input checked="" type="checkbox"/> Priority 1 <input 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"> • Back to School Night scheduled in conjunction with Title One night. • Conduct state of the school midway through the year. • Utilize twitter, Facebook and monthly calendar to communicate information effectively to families, as well as weekly school messenger call. • Teachers record all communication in Focus so that parent communication can be monitored. • Provide opportunities on non-student contact days for teachers to meet with parents to update them on students' progress. • Have school data visible throughout the school so that parents can see where the school is in terms of its goals. • Implement AVID binders which will include a data section to go home with students • Conduct a Celebrate Success night which includes student led conferences. 	<ul style="list-style-type: none"> • Family Engagement Team • AVID team 	<ul style="list-style-type: none"> • August 2018-May 2019
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Provide connect to success laptops to all 3-5 qualifying students in parent conferences • Send home information at each family event that parents can use to support child at home. • Include a section on the website that allows students and parents to easily access websites from any online device. • STEM night will capture the work that students do in each STEM session and provide activities they can do at home • Family Math night provides strategies and tools that parents can use to support their child. 	<ul style="list-style-type: none"> • Family Engagement Team – Teachers – Rebecca Fordham, Kyra Clark, and Lindsey Owen Principal – Heather Peters PTA President – Arianne Byers 	<ul style="list-style-type: none"> • August 2018-May 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • Personally invite families to SAC events to share information about the school and student needs. • Host ELL family nights in conjunction with the district office to make sure ELL families are aware of school policies, familiar with terms and able to participate in transition events 	<ul style="list-style-type: none"> • Principal • ESOL team • Family Engagement Team 	<ul style="list-style-type: none"> • August 2018-May 2019



	<ul style="list-style-type: none"> At each family event, ensure that students are also invited so that parents and students can spend the time together and all families are comfortable asking questions. 		
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Reach out to community partners to see how they can support student achievement Host a Boo-Hoo breakfast for new (returning families welcome too) families to introduce them to the school Host mentor training at the school to build up our Lunch Pals program During the Fall Festival, invite local business to our school as a way for them to see what we offer and integrate them into the school community 	<ul style="list-style-type: none"> Family Community Liaison PTA Board 	<ul style="list-style-type: none"> 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
The Family Engagement team will attend professional learning opportunities. Attend COLLABORATING FOR SUCCESS - High Impact Classroom Family Engagement training & Family Friendly Schools Workshop	<ul style="list-style-type: none"> Family Engagement Team – Teachers – Rebecca Fordham, Kyra Clark, and Lindsey Owen Principal – Heather Peters PTA President – Arianne Byers 	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Focus 101-using the parent communication tab,	All instructional staff (40)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Heather	Peters	White	Principal
Phyllis	McCleary	Multi	Parent
Nikita	Ross	Black	Business/Community
Wendy	Otero	Hispanic	Support Employee
Anna	Tsambis	White	Teacher
Evelyn	Rodriguez-Baez	Hispanic	Parent
Mallory	DeBone	White	Parent
		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

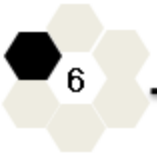
Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

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

The SAC committee will meet on 8/21/2018 to review the SIP, vote, and complete the necessary paper work. Once completed the paper work will be forwarded to the Office of Strategic Partnership for review and approval for compliance.

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

Yes, Committee Approval Date: 8/21/2018 No



BUDGET / SIP FUNDS

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

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	ELP Support	N/A
2.	Behavioral Support	\$ [Insert amount for category]
	N/A	N/A
	N/A	N/A
3.	Materials and Supplies	\$ [Insert amount for category]
	Instructional materials	\$320
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	N/A	N/A
	N/A	N/A
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	TDE's	1,000
	Stipends	1,500
6.	Other (please list below)	\$ [Insert amount for category]
TOTAL \$		Insert total estimated SIP Budget Funds: \$2,820