School Improvement Plan
SY 2018-19

FUGUITT 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:	Kathlene Bentley	SAC Chair:	Mary Timberlake

School Vision	The vision of Fuguitt Elementary is 100% student success.

School Mission	The mission of Fuguitt Elementary is to prepare tomorrow's leaders today by engaging and inspiring students for success on a daily basis by connecting learning to real life.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
591	16	112	87	37	338	1

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	40	45	45	45	47	58						
Learning Gains All	46	59	52	58								
Learning Gains L25%	32	62	33	60								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Kathlene	Bentley	FT	4-10 years
Equity Champion	Tania	Byrd	FT	1-3 years
ESE	Michelle	Lange	FT	Less than 1 year
ELL	Carlos	Pacheco	FT	1-3 years
Guidance, Climate and Culture	Angela	Warner	FT	4-10 years
Assistant Principal	Kim	Short	FT	4-10 years
Social Worker	Niki	LaDue	FT	Less than 1 year
Curriculum Specialist	Laura	Johnson	FT	4-10 years
Total Instructional Staff:	49		**Total Support Staff:**	50

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%.

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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 L25 learning gains will increase from 32% to 50%.

2. Priority 2: Climate and Culture

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support climate and culture, then the percent of all students achieving proficiency will increase from 40 % to 52%.

Choose an item.
3. Priority 3:   Standards-based instruction

Priority 3 Theor y 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 40% to 52%.

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	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	Monitor instructional strategies to increase fidelity of core curriculum delivery and to increase student FSA proficiency.	• PLC agendas prepared • Weekly instructional reports • Bi- weekly behavior reports	Principal and Assistant Principal	Guidance Counselor, Social Worker, Psychologist, Curriculum Specialist	Weekly on Wednesdays	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language* • MAP data, formative assessments showing student growth
2.	Tier 3 Problem-solving Team	Monitor effect of tier 3 strategies in relation to student growth.	• Training on tier 3 strategies, analyzing student data	Guidance Counselor	Principal, Assistant Principal, Social Worker	Bi-Monthly	• MAP data, formative assessment data
3.	Equity Team	Monitor instructional implementation of	• Training from school Equity Team	Equity Champion	Principal, Assistant Principal,	Monthly	• Instructional Reports

	School-based Team	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
		Culturally Responsive Practices			Social Worker, Curriculum Specialist, Guidance Counselor		
4.	Child Study Team	All Priorities	• Monitor effect of attendance strategies on increase of student attendance • Recognition of students with increase in school attendance or regular attendance with minimal absences.	• Social Worker	Social Worker, Guidance Counselor, DMT, Principal, Assistant Principal	Bi-weekly	• Bi-weekly Focus attendance reports
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All priorities	• Monitor implementation of all priorities to increase proficiency and growth as measured by the Florida State Assessments.	Team leaders	All classroom Teachers	Weekly	• Grade level meeting agendas and meeting minutes • Lesson plans • Accuracy of fidelity of information given to teachers • Walk throughs
6.	Literacy Leadership Team	• Monitor ELA instructional strategies and	• Meet as a team and survey staff of	Literacy goal manager	Grade Level Literacy Team	Monthly	• Teachers using resources for the implementation

	School-based Team	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	(if this is the same as SBLT, please note as this does not need to be duplicated).	resources to increase fidelity of core curriculum delivery and to increase student FSA proficiency. • Oversee ELA resources/ purchases	instructional resources, support		representatives		of expected literacy routines.
7.	PBIS/RIT Team	Monitor effectiveness of behavior strategies on student engagement and learning	• Regular sharing of student behavior data with staff • Training on PBIS for staff	Principal and Assistant Principal	Guidance Counselor, DMT, Principal, Assistant Principal	Monthly	• Lesson Plans reflect school wide behavior expectations • Students show knowledge of school wide expectations.
8.	Family Engagement Team	Plan family engagement activities and monitor participation by families in events	• Regular review of family resources • Training for Family Friendly Front Office	Principal and Assistant Principal	Volunteer Coordinator, Front office Clerk, Data Management Technician	Monthly	• Parent logins on FOCUS reflect ongoing activity

Goals

Instructions

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

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

> **REFLECTION:** Review your data, and work though the problem-solving and gap analysis processes.
>
> **SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).
>
> **STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.
>
> **ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.
>
> **MONITORING:** Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.
>
> **PROFESSIONAL LEARNING:** List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 62 referrals. We expect our performance level to be 32 by May of 2019.
2. The problem/gap in behavior performance is occurring because the need to grow a greater understanding and capacity to implement restorative practices for all staff.
3. If the implementation of Restorative Practices, SEL and Culturally Relevant Teaching practices being used with fidelity would occur, the problem would be reduced to a more equitable referral risk ratio as evidenced by restorative practices research by IIRP.
4. We will analyze and review our data for effective implementation of our strategies by meeting weekly to analyze data, identify progress and areas in need of improvement.

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 discipline referrals will decrease from 62 to 32, as measured by the end of the year School Profiles report.

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 implementation of research-based practices that communicate high expectations for each student.

☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

☒ 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	• Teacher- Michelle Thomas, guidance counselor- Angela Warner, Administration- K. Bentley and K. Short	• July 9th and 10th 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• A teacher Michelle Thomas	• July 11-13th, 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Restorative Practices Team	• 1st Tuesday of every month • Summer and Pre-school 2018

Conduct learning opportunities. *Lesson plans to teach expected social behaviors directly to all students in classrooms will be created and discussed in PLC's. Explicit teaching of these skills will be given multiple times through the year as well as curriculum that embeds these skills in content instruction.*	• Restorative Practices Team/SBLT	• Monthly
o *Effective procedures for dealing with behavior* *Increased use of community building cirlces that develop relationships to prevent problem behaviors* o *Implementation of instructional strategies from AVID CRT used to increase engagement of diverse learners*	• SBLT/RIT	• Ongoing
Monitor and support staff for implementation with fidelity.	• Restorative Practices Team/SBLT	• Monthly
Develop a systems approach to problem solving within the SBLT using MTSS best practices.	• Restorative Practices Team/SBLT	• Weekly
Review student and teacher data on weekly basis for trends and next steps.	• SBLT	• Weekly
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Restorative Practices Team	• Monthly

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
6 hour Introduction to Restorative Approaches and SEL training for all staff	Instructional Staff and Support Staff 110	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
6 hour additional PD before October 15th Introduction to Circles, Teaching SEL through classroom circles, Equity training	50 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Ongoing PLC and SIP, PD modeling in classroom Culturally Relevant Teaching- Activities and strategies will be provided throughout the school year during staff meetings. Resources: AVID CRT Curriculum	50 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 19% absent 10% or more. We expect our performance level to be 10% with 10% or more by May of 2019.
2. The problem/gap in attendance is occurring because tier 2 and tier 3 intervention plans not occurring with fidelity.
3. If tier 2 and tier 3 intervention plans were occurring with fidelity, the problem would be reduced by 9%.
4. We will analyze and review our data for effective implementation of our strategies by reviewing our attendance data biweekly.

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.

percent

The of all students will decrease from 19% to 10%, as measured by Weekly Focus Attendance Reports.

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.

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.	SBLT/ CST	Pre-school training
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	SBLT/ CST	Pre-school and ongoing
Develop and implement attendance incentive programs and competitions.	SBLT/ CST	Pre-school
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	SBLT/ CST	Ongoing
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	SBLT/ CST	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	SBLT/ CST	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Data Management Technician/CST	Daily

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review attendance taking process and school-wide strategies for positive attendance, including Parent Log in Focus with all staff.	50 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Develop and implement attendance incentive programs and competitions.	CST	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is achieving ELA proficiency, as evidenced in FSA scores.
2. We expect our performance level to be 57% by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If differentiation was data driven and implemented with fidelity would occur, the problem would be reduced by 18%.

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 40% to 57%, as measured by FSA.

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

☒ 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 identify critical content from the Standards in alignment with district resources.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers observing other teachers and side by side coaching	Administration Team, Curriculum Specialist	Ongoing
Onsite PD with district staff developer to enhance staff capacity	Administration Team, Curriculum Specialist	Ongoing
Utilize data from multiple sources to organize students into differentiated small groups	SBLT and Curriculum Specialist	Ongoing
Coordinate ELA differential support efforts with district staff developer	SBLT	Monthly
Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block	SBLT and Curriculum Specialist	Ongoing

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

☒ Priority 1   ☐ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Ongoing onsite PD with district staff developer to enhance staff capacity		☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Teacher to teacher observation and side by side coaching		☒ Priority 1 ☐ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is L25 learning gains is 33%, as evidenced in FSA scores.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If differentiation is data driven and implemented with fidelity would occur, the problem would be reduced by 17%.

5. **SMART GOALS:**

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

    The percent of students in the L25 learning gains will increase from 33% to 50%, as measured by FSA.

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

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?
Teachers observing other teachers and side by side coaching	Administration Team, Curriculum Specialist	Ongoing
Onsite PD with district staff developer to enhance staff capacity	Administration Team, Curriculum Specialist	Ongoing
Utilize data from multiple sources to organize students into differentiated small groups	SBLT and Curriculum Specialist	Ongoing
Coordinate Math differential support efforts with district staff developer	SBLT	Monthly

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
Ongoing onsite PD with district staff developer to enhance staff capacity	50 Instructional	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Teacher to teacher observations and side by side coaching as needed	As needed	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in FCAT Science.
2. We expect our performance level to be 60% by May 2019.
3. The problem/gap is occurring because vocabulary review requires increased rigor.
4. If vocabulary review with increased rigor would occur, the problem would be reduced by 13%.

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 Level 3 of higher will increase from 47% to 60%, as measured by Science FCAT.

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

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

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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?
Coordinate with District Science coach to organize rigorous review method for 5th grade teachers	Principal, Asst. Principal, Curriculum Specialist	November
Utilize and analyze 5th Science diagnostic assessment for data-driven decisions on content delivery based on reviewing 3rd and 4th grade content showing gaps	Principal, Asst. Principal, Curriculum Specialist	Beginning in August
Monitoring of Science Lab through walkthroughs and pre-post tests	Principal, Asst. Principal, Curriculum Specialist	Ongoing
Utilize data to organize students to interact with content in manners focused on differentiation and scaffolding of instruction	Principal, Asst. Principal, Curriculum Specialist	Monthly

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
Onsite PD with District Staff developer to enhance staff content knowledge	Intermediate grade level teams	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Ongoing data analysis with 5th grade teachers to make data driven decisions	5th grade teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Teacher to teacher observations and side by side coaching as needed	As needed	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6 out of 6 modules , in Alliance for Healthier Generation's Schools Program Assessment.

2. We expect our performance level to be 6 out of 6 by May 2019.

3. The problem/gap is occurring because team follow through and initiative.

4. If initiative and consistency would occur, the problem would be reduced by 1.

5. **SMART GOALS:**

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

The number of all students engaging in lifelong health habits will increase from 6 modules recognized to 6 module recognized, as measured by Alliance for Healthier Generation's Healthy Schools Program Assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of 4 individuals including but not limited to: PE teacher, classroom teacher, wellness champion, administrator, cafeteria manager, parent and student	Principal	August 2018
Attend district-supported professional development	Healthy School team	August 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018-September 2018
Compete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018-April 2019
Update Health Schools Program Assessment	Healthy School Team	Complete by April 1, 2019

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

    ☐ 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
Collaborate with district health schools representative	Healthy School representative, Administration, Food Service Manager, PE Coaches	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70% of the students who participated in STEM scored Level 3 or above in Math and Science assessment, as evidenced in FSA scores in Math and Science.

2. We expect our performance level to be 80% of the students participating in STEM to score Level 3 or above in Math and Science by the FSA assessments of spring 2019.

3. The problem/gap is occurring because Click or tap here to enter text..

4. If STEM teachers were able to scaffold the learning of the lover performing student then, the problem would be reduced by giving students the opportunity to participate in STEM and still receive academic support.

5. **SMART GOALS:**

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

The percent of all students scoring 3 or above in Math and Science on the FSA will increase from 70% to 80%, as measured by FSA scores in Math and Science.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
☐ 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?
Use math and science data to group students during STEM so the STEM teachers can scaffold those needing more support	STEM teachers	Throughout the year

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Math training for developing cognitively complex math tasks	All classroom teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 20% of black students achieving a level 3 or above, as evidenced in the ELA FSA data.
2. We expect our performance level to be 30% or more of black students achieving a level 3 or above on the ELA FSA by the end of the 2018-19 school year.
3. The problem/gap is occurring because some of our black students need academic standards presented in different ways.
4. By implementing culturally relevant teaching strategies , the number of black students achieving a level 3 or above on the ELA FSA will increase through greater understanding of the academics standards.
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 Choose an item..

The percent of black students achieving level 3 or above on the ELA FSA will increase from 20% to 57%, as measured by the ELA FSA data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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	☒ 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. ☐ Choose Strategy ☐ Choose Strategy	• Increase of black students making learning gains in grades 3-5 on the FSA.
Student Achievement	☒ 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. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☐ Choose Strategy	• For students to respond to culturally relevant practices in a way that will increase their understanding of content and be evident in an increase in test scores above a level 3. • For all black students to participate in the Connect to Success computer take home program through Title 1. • For number of black students participating in Extended Learning Programs to increase providing students with targeted resources.
Student Discipline	☒ Implement Restorative Practices throughout the school.	Decrease in the number of black students receiving discipline referrals.
ESE Identification	☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification.	
Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants.	• Increase the number black staff that work directly with students and families

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide training and ongoing support on Culturally Relevant strategies for teachers	Equity champion and cohort	Monthly
Personally contact all families of black students to participate in the Connect for Success take home computer program	Connect for Success Liaison	At the beginning of the year and ongoing for new students

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide training and ongoing support on Culturally Relevant strategies for teachers	All classroom teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 6.3% of ESE students are proficient in ELA, as evidenced in ELA FSA data.
2. We expect our performance level to be 32% or more on the FSA ELA by the end of the school year.
3. The problem/gap is occurring because ESE students need more exposure to cognitively complex tasks with scaffolded support.
4. If ESE and classroom teachers use cognitively complex tasks with their ESE students then, the problem would be reduced by 20%.

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 6.3 to 32%, as measured by ELA FSA data.

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

☒ Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

☐ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

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?
Implement a process for placing students requiring ESE service in the master schedules first, in order to optimize service delivery and focus on a clustering process to meet student needs.	SBLT and Administration	Before school year starts
Provide multiple opportunities for students to respond to instruction in a variety of ways	ESE teachers	All school year
Use evidence based practices with students with disabilities to teach literacy and math skills	ESE teachers	All school year

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	Priority Alignment
Math training in developing cognitively complex tasks and scaffolding of information	ESE teachers	☒ Priority 1, 3
Problem solving matching the right intervention to the individual student being serviced by our ESE teachers to support the student need reflected on the IEP	ESE teachers	☒ Priority 1, 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 10% of our ELL students are proficient in ELA, as evidenced in the ELA FSA data.
2. We expect our performance level to be 40% or more ELL students proficient in ELA by by the end of the school year.
3. The problem/gap is occurring because ELL students need to have instruction based on their language proficiency levels as evidenced in Access 2.0.
4. If instruction based on language proficiency levels for ELL students would occur, the performance in ELA would increase by 50%.

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 and ELA proficiency will increase from 10% to 25%, as measured by ELA FSA data.

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

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?
Revise the process for scheduling ELL students in clusters to maximize instructional support and ensure that teachers are aware of the ELL students in their class	Administration	Before school year starts and throughout the year
Provide learning opportunities for teachers and staff on the use of WIDA reports and Can Do Approach for all teachers to support classroom planning and instruction based on student language proficiency levels.	Administration	Before school year starts and throughout the year.

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide training on how to read and utilize the WIDA data	Classroom teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Provide training for the teachers on the ELL vocabulary routine to help students acquire confidence in the English vocabulary	Bilingual assistant	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 59% of our gifted students scored a level 4 or higher, as evidenced in ELA FSA 2018.
2. We expect our performance level to be 79% by May 2019.
3. The problem/gap is occurring because of lack of differentiation and enrichment support for high performing students.
4. If differentiation would occur, the problem would be reduced by 19%.

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 achieving an ELA proficiency level of 4 or above will increase from 52% to 79%, as measured by ELA FSA spring 2019.

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.)*

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize gifted learners areas of talent as a vehicle for complex tasks	Administration/ gifted teacher	weekly
Incorporate opportunities for gifted learners to transfer knowledge	Administration/ gifted teacher	weekly
Teacher attends professional development on embedding creativity in the content areas, and differentiation for gifted learners	Administration/ gifted teacher	weekly

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
Professional development on embedding creativity in the content areas	All staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Professional development on differentiation for gifted learners	Gifted Teacher	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Listening, student led conferences, parent conferences • Weekly Update	• Principal, classroom teachers, Curriculum Specialist	• Quarterly • Weekly • Ongoing
2. Increase the alignment of the standard based connection and family engagement piece.	• Reviewing and connecting Florida Standards and the family engagement piece.	• Classroom teachers, Curriculum Specialist,	• Ongoing
3. Provide academic tools to families in support of their students' achievement at home.	• Listening, student led conferences, parent conferences • Survey families in middle of year and end for feedback on academic tools provided • Fuguitt website • Family Curriculum Nights	• Principal, classroom teachers, Curriculum Specialist	• Quarterly • Weekly • Ongoing
4. Purposefully involve families with opportunities for them to advocate for their students.	• Listening, student led conferences, parent conferences • SAC, PTA	• Principal, classroom teachers, Curriculum Specialist	• Quarterly • Weekly • Ongoing
5. Intentionally build positive relationships with families and community partners.	• Listening, student led conferences, parent conferences • SAC, PTA	• Principal, classroom teachers, Curriculum Specialist	• Quarterly • Weekly • Ongoing

6. **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

7. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
SAC and PTA meetings	Principal, classroom teacher, parents, community member, families	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Celebrating Success	SBLT and Curriculum Specialist	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Kathlene	Bentley	White	Principal
Frank	Correa	Hispanic	Business/Community
Cris	Bentley	Hispanic	Business/Community
Alex	Byrd	Black	Business/Community
Gigi	Charles	Black	Support Employee
Mary	Timberlake	White	Teacher
Logan	Rica	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):

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

☐ Yes, Committee Approval Date: Click or tap to enter a date.   ☐ No
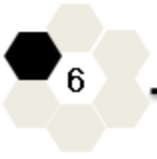
⬡ BUDGET / SIP FUNDS

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

Budget Categories	Amount
1. **Academic Support**	**$ 1,000**
Books for differentiated instruction	1,000
[Describe each support on a separate row]	[Insert Amount]
2. **Behavioral Support**	**$ 500.00**
Positive Behavior Incentives	500.00
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	**$ 500.00**
Learning Board Materials	250.00
PD planning materials	250.00
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.)*	**$ 1,000**
TDEs for Teacher PD	1,000
[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 $3,000	