School Improvement Plan
SY 2018-19

GARRISON-JONES ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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

A. Vision and Direction

School Profile

Principal:	Karen Buckles		SAC Chair:	Damon Kuhn

School Vision	100% Student success ~ Together we succeed ~ TEAMWORK!

School Mission	At Garrison-Jones Elementary, we believe that the purpose of education is to develop the whole child through a broad-based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
665	21	25	165	19	435	0

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

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	53	60	60	64	57	63						
Learning Gains All	37	55	63	59								
Learning Gains L25%	37	49	54	51								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Karen	Buckles	FT	11-20 years
Assistant Principal	Erica	Pollick	FT	11-20 years
Equity Champion	Pam	Hardy	FT	1-3 years
Equity Champion	Amy	Valentino	FT	4-10 years
ESE	Joey	Toscani	FT	4-10 years
ELL/Thinking Maps/ Pinellas Vocabulary Project	Jennifer	Visalli	FT	20+ years
Restorative Practices	Karen	Buckles	FT	11-20 years
AVID	Wendy	DeRee	FT	4-10 years
Data Champion	Kelley	Lister	FT	11-20 years
Reading Counts	Susan	Gould	FT	11-20 years
Reading Units of Study	Melissa	Barrs	FT	11-20 years

Team Leader ~Pre-Kindergarten	Sandy	Caterson	FT	11-20 years
Team Leader ~Kindergarten	Kim	Eash	FT	11-20 years
Team Leader ~1st Grade	Tricia	Hash	FT	11-20 years
Team Leader ~2nd Grade	JoAnn	Riani	FT	20+ years
Team Leaders ~3rd	Val	Colmer	FT	4-10 years
Team Leader ~4th	Amy	Ward	FT	11-20 years
Team Leader ~5th	Katrina	Bagu	FT	20+ years
Team Leader ~Specialists	Shannon	Greene	FT	11-20 years
Total Instructional Staff:	73	**Total Support Staff:**	17	

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 53% to 70%

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 53% to 70%

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving proficiency will increase from 53% to 70%

C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT / Restorative Practices Team *(using MTSS Framework)*	All Priorities	• Monitor student's behaviors • Monitor students' academic performance • Plan for interventions for TIER II and TIER III students • Plan for social and emotional learning strategies • Improvement in core instruction	• Restorative practice trainings (Pre-school and Oct.) • PD through whole instructional monthly PLC's • SBLT weekly meetings to discuss progress of students, teacher will be invited when necessary to discuss specific student needs	Karen Buckles Erica Pollick Rachal Poole Bob Cormier Cindi Webster Renee Hoops Samantha Reinheimer	• SBLT Leadership Team • Administration • Classroom Teachers	• Weekly SBLT meetings • Monthly Staff PLCS's	• Graphs and data chats during monthly PLC's • Lesson Plans that incorporate what is being worked on in academics with students during DI instructional time • Data collection and anecdotal notes for students in the TIER III behavior process • Progress monitoring for TIER II and TIER III PMP students
2.	Equity Team/AVID CRT Team	Priority 3	• Increase awareness to be culturally responsive in our classrooms • To build equitable classroom	• PD focused on the six M's • Weekly collaborative planning sessions with focus on equity and CRT strategies	Pam Hardy Amy Valentino	• Administration • Instructional Staff • Support Instructional Staff	• Daily lesson plans • Weekly collaborative planning	• Increase of student's engagement in the process of learning • Increased student's growth on identified learning targets

	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
			environments for all learners	incorporated in to the learning process • Implementation of daily meetings • Book study "Other People's Children" by Lisa Delpits			• Monthly PLC's	• Students exhibiting behaviors that they are in a safe learning environment • Increase of student learning gains on the 2018-2019 FSA assessments
3.	Child Study Team	Priority 3	• Monitor student attendance • Monitoring late arrivals	• Tracking specific students • Contact parents • Communicating with classroom teachers • Recognizing students for attendance • Scheduling conferences with the parents who students have had excessive tardy or absences	Cindi Webster	• Karen Buckles • Chrissy Pagano (DMT) • Cindi Webster • District Team member	Bi-Weekly on Wednesdays	• Recognize students at monthly school wide celebration for perfect attendance • Turn in bi-weekly minutes to the district
4.	**Leadership Team** *Principal ~ Karen Buckles* *K ~ Kim Eash* *1st ~ Tricia Hash* *2nd ~ JoAnn Riani* *3rd ~ Val Colmer* *4th ~ Amy Ward* *5th ~ Katrina Bagu* *ESOL ~ Jennifer Visalli*	All Priorities	• To increase student achievement • To provide support to implement the SIP goals and strategies • Provide support with standards based planning through weekly	• Through weekly collaborative planning meetings • Lesson plans aligned to standards and modified based on student data • PD focused on complex tasks aligned to standards	• Leadership team members • Administration	All instructional staff	• Weekly PLC's • Weekly Team Collaborative Planning • Daily lessons	• Increased student's achievement • Student autonomy evident during walk throughs • Lesson plans account for all students, standards based planning is evident • Standards based instructional practices are evident in lesson

	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
	Specialists ~ Shannon Greene ESE ~ Joey Toscani RUS ~ Missy Barrs Data Champions ~ Kelley Lister Equity ~ Pam Hardy CRT ~ Amy Valentino Reading Counts ~ Susan Gould AVID ~ Wendy DeRee		collaborative planning sessions	• Learning Boards to show student evidence of learning				plans and during walk-throughs • Complex Tasks incorporated into daily lessons across curriculum and content
5.	**Literacy Leadership** *~ Jennifer Visalli* *~ Kelsie Schneider* *~ Tricia Hash* *~ Missy Barrs* *~ Susan Gould*	All Priorities	• To help our students make connections in reading with the use of cognitively complex tasks. • To allow our students to journal thoughts and ideas based on ELA standards and Reading Units of Study lessons, where they receive peer and teacher feedback.	• Through weekly collaborative planning sessions • Use of the architecture of a mini lesson with Reading Units of Study • Relentless monitoring of the students learning • Teacher feedback and planned questions to check for understanding of concepts • Use of exit tickets to help monitor learning	• Missy Barrs • Jennifer Visalli • Kelsie Schneider • Tricia Hash	ELA teachers across grade levels	• During monthly PLC's • Weekly collaborative planning sessions with grade level teammates	• Student will exhibit increased understanding of key ideas and details of literature and texts. • Understanding of standards based lesson plans that focus on the development of integration of knowledge and ideas • Journaling that enhances and deepens understanding of these two areas of focus • Increase of learning gains on the 2018-2019 ELA FSA

	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
6.	PBIS Team ~Bob Cormier ~Cindi Webster ~Lorena Kogan ~Kelley Lister ~Yvette Poth	Priority 3	• To create a positive learning environment for all students • To set high expectations for all students with a school wide consistency	• School Wide Behavior Plan • School Wide Success Criteria • Guidelines for Success • Bucket Fillers • Monthly Student Recognition • PRIDE Passes for students meeting or exceeding	• Bob Cormier • PBIS team members	• Instructional Staff • Students • Administration	• Daily • Monthly • Fall/Winter/ • Spring • Various • Weekly	• Students participation in monthly celebration(s) • Students earning tickets to PRIDE Party • Earning PRIDE passes to shop at the PRIDE store • Increase in student understanding of school wide expectations • Increase in students understanding of the guidelines to success • Students meet the expectations for conditions for learning
7.	Family Engagement	Priority 3	To communicate with the community and parents of our school about how to be involved	• Sprit Nights • ST Math Nights • Art Show • Everything Garrison-Jones • Pioneer Day • Great American Teach In • PTA Meetings • Ice Cream Social • SAC Parent Night • Student Led Conferences • Music Concerts • Talen Show	• Chrissy Pagano • PTA Leadership Team • SAC Team • Administration • Teachers	• Whole School • Parents • Community	Throughout the school year	• Invitations • Newsletters • Website • Connect Eds • Emails • Student Agenda • Facebook (PTA) • Marquee

	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
				• Veteran's Day Program				
8.	AVID Leadership Team	All Priorities	• To increase student achievement • Implement rigorous tasks to promote student autonomy • Develop standards based tasks using AVID strategies • Promote college and career readiness	• Through standards based planning using AVID strategies • Conditions for students learning and preparation of college and career readiness	Wendy DeRee Lorena Kogan Kelley Lister Missy Barrs Amy Ward Val Colmer JoAnn Riani Ashley Scavino	Instructional Staff (K-5th)	Daily Monthly PLC's; embedded Throughout the curriculum and school environment	• Student tasks using AVID strategies and aligned to the standards •

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, Measurable, 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 an increase in trauma students school wide. We expect our performance level to be decrease of school-wide behavior outcomes by May of 2019.
2. The problem/gap in behavior performance is occurring because increase of students who are coming from trauma backgrounds.
3. If (Increase of awareness of students who come from traumatic backgrounds with a focus on social emotional learning (SEL) would occur, the problem would be reduced by holding daily class meetings with a focus on restorative practices strategies, as evidenced by student behavior data collection. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by through monthyl PBIS meetings and grade level PLC's.

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 will show growth in awareness of students who come from traumatic backgrounds with a focus on social and emotional learning strategies will decrease from lack of awareness to an increase of awareness and implication of strategies, as measured by implementation of daily restorative circles and pre-school instructional training.

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.

☐ Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Karen Buckles; Erica Pollick; Renee Hoops, Cindi Webster	• June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Karen Buckles; Erica Pollick, Renee Hoops, Cindi Webster	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Karen Buckles; Erica Pollick; Renee Hoops, Cindi Webster	• Pre-School • Introduce Pre-School PLC

Conduct learning opportunities.	• Karen Buckles; Erica Pollick; Renee Hoops, Cindi Webster	• Monthly PLC
Monitor and support staff for implementation with fidelity.	• Karen Buckles; Erica Pollick; Renee Hoops, Cindi Webster	• Monthly
Review student and teacher data on weekly basis for trends and next steps.	• SBLT Team • Classroom Teachers	• Weekly SBLT meetings

Update school-wide plan on a monthly basis.
   • *Celebrate areas of growth*
   • *Update strategies for areas of improvement*
	• Karen Buckles, SBLT Leadership Team	• Monthly SBLT meeting

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices training to be held during preschool training and October 15th PD training day	Whole staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
SEL/Restorative Circles practices PD during monthly PLC's	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 9 -11%. We expect our performance level to be below 10% by May of 2019.
2. The problem/gap in attendance is occurring because family dynamics and socio-economic backgrounds.
3. If Celebrating student's attendance monthly during whole school celebrations would occur, the problem would be reduced by 3 – 5%.
4. We will analyze and review our data for effective implementation of our strategies by at by-monthly child study team data will be discussed and parent communications and conferences will be planned to help students be more successful in attendance to school.

5. **SMART GOAL:**

> EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% will decrease from 11% to below 10%, as measured by data collected from attendance dashboard.

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.	Karen Buckles Erica Pollick Cindi Webster Chrissy Pagano	• Monthly Professional Learning meetings
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Cindi Webster	• Lunch Bunch incentives • Small Group Game time • Perfect attendance tickets • Acknowledgment at monthly Round-Up celebration of perfect attendance students • Celebrating student success
Develop and implement attendance incentive programs and competitions.	Cindi Webster	• Perfect attendance acknowledgment at monthly Round-Up school wide celebrations
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Karen Buckles	• Monthly newsletter • Pinellas County supports attendance banner displayed in front of school
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Cindi Webster Karen Buckles Erica Pollick Crissy Pagano	• Bi-monthly child study meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Cindi Webster Karen Buckles Erica Pollick Chrissy Pagano	Scheduling parent communications and parent conferences to discuss attendance concerns
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Chrissy Pagano	Teachers will take attendance daily prior to 9 a.m.

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
Monthly PLC's focused on student's attendance and data	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
As needed induvial contact with teachers concerning specific student concerns about attendance	Individual teachers, administration, and DMT	☒ 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 53% proficiency in ELA, as evidenced in 2017-2018 FSA scores. We also at 37% learning gains in ELA, and 36% for our L25.

2. We expect our performance level to be 60% in ELA by May 2019 FSA data results. We would like to increase our learning gains from 44% to 60%, and our L25 proficiency in ELA to increase from 36% to 50% on the May 2019 FSA ELA results.

3. The problem/gap is occurring because decrease in proficiency in our ELA scores.

4. If an increase our ELA proficiency would occur, the problem would be reduced by an increase of focusing on instructional strategies to help increase our reading proficiency scores on our 2018-2019 ELA FSA results. An increased focus on independent reading across grade levels will allow for more differentiated learning for all students and an increase in reading stamina will help all groups to make learning gains and reach reading proficiency on the 2019 ELA FSA results.

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 making gains in their reading proficiency will increase from 53% to 60%, as measured by 2018-2019 ELA FSA scores. The percent of all students making learning gains will increase from 44% to 60%, as measured by the 2018-2019 ELA FSA scores. The percent of all L25 students reaching reading proficiency will increase from 36% to 50%, as measured by the 2018-2019 ELA FSA scores.

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

☒ Strengthen staff ability to engage students in complex tasks.

☒ Enhance staff capacity to 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?
Increase of implementation of Reading Unit of Studies with a focus on the architecture of a mini lesson; increased student journaling and teacher and peer feedback; increase in independent reading across grade level to help build individual differentiated learning as well as increase student stamina in reading. Jan Richardson's Guided will small group interventions based on student need.	Missy Barrs ~ Intermediate Tricia Hash ~ Primary ELA teachers	• Daily • During Collaborative Planning sessions • Weekly journal checks (*with teacher and peer feedback*) • Daily independent reading time (*amount of minute for reading is based grade level ability*)
Teachers will intentionally and collaboratively plan instruction with high level of rigor and differentiation of complex tasks. They will focus on pre and post assessments to help plan for an increase in differentiated instruction and lessons for all learners. Teachers will help students self-monitor by using learning scales and reflecting on their learning with teacher provided feedback.	Administration Leadership Team	• Daily • During Collaborative Planning Sessions • Using students work samples to identify students understanding and needs for instruction based on standards

		• Pre-Assessments to guide teacher instruction and student's academic needs • Increase of independent reading time in all grade levels • Implementation of Learning Boards • Exit tickets to use to monitor student understanding of content that was taught
Increase use of Thinking Maps as related to the Pinellas County Vocabulary Project and other reading standards. The use of Thinking Maps will help to build differentiation into specific lessons, as well as providing a research-based intervention that allows students to work and develop their vocabulary and other content concepts based on their abilities.	Erica Pollick Leadership Team	• Daily focus on vocabulary words across content areas • The use of the Pinellas County Vocabulary Project to teach weekly words • The use of Thinking Maps with vocabulary as a formative assessment • This will also allow for differentiated instructional strategies and student outcomes • Journaling with teacher and peer feedback • Learning goals and learning targets focused on pre- assessments • Learning targets and goals based on whole group, small group, and individual needs

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
Reading Units of Study summer PD DWT Pre-school	ELA teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Complex Tasks and Learning Boards & Scales Trainings (*various times and dates*)	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Teacher Evaluation Model Training ~ with a focus on planning and implementation of rigorous and differentiated standards based content *(Pre-school; Weekly Plc's; and various training dates to be signed up by individual teachers)*	Instructional Staff	☒ 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 60%, as evidenced in 2017-2018 FSA Mathematic assessment scores.
2. We expect our performance level to be 70% by the May 2018-2019 FSA Mathematics assessment results.
3. The problem/gap is occurring because numbers operations/ fractions.
4. If the continuation of students centered activities with rigor would occur, the problem would be reduced by an increase student learning and data outcomes.

5. **SMART GOALS:**

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

The percent of all students achieving math proficiency will increase from 60% to 70%, as measured by 2018-2019 FSA Mathematics assessment scores.

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

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

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?
Increase of the implementation of complex and rigorous mathematical tasks with a focus on increasing students journaling and teacher and peer feedback	Instructional Leadership Team Grade Level Teachers	• Implementation of Daily Lessons • Weekly Collaborative Planning Sessions • Using formative assessments to monitor students learning, to help modify and plan for daily instructional needs • Use mathematics unit assessments in Unify for data collection (analyze data by standard)
Enhance staff capacity to identify critical content from the standards using intentional and collaborative planning.	Instructional Team Leaders	• Weekly collaborative planning session • Use of formative assessments to guide instructional practices and student's mathematical needs • Increase of complex tasks which focus on standards being taught • Using students work samples to identify students understanding and needs for instruction based on standards • Use of Learning Boards and Scales based on mathematical standards
Strengthen staff ability to engage students in complex tasks	Instructional Team Leaders	• Teachers collaborate to implement rigorous tasks aligned with each standard including MFAS and rich mathematical tasks from the curriculum guides • Planning and developing tasks that can be used for student work samples to help guide instructional needs and student academic needs

		• Implement daily number routines (Number Talks, High Yield Number Routines) at the start of the mathematics block to increase number sense and flexibility

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
High Yields Number Routines and Number Talks Book Study PD (*before/after school; monthly PLC's; District Training opportunities*) Data Analysis of Unit Assessments in Unify/ MAP data breakdown with district coach	Math teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Complex Tasks and Learning Boards and Scales Trainings (*various times and dates*)	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Teacher Evaluation Model Training ~ with a focus on planning and implementation of rigorous and differentiated standards based content (*Pre-school; Weekly Plc's; and various training dates to be signed up by individual teachers*)	Instructional Staff	☒ 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 57%, as evidenced in 2017-2018 FSA Science Assessment.
2. We expect our performance level to be 70% by 2018-2019 FSA Science assessments.
3. The problem/gap is occurring because of a decrease of nature and needs.
4. If we monitor standards based planning and increase support of academic language and science vocabulary would occur, the problem would be reduced by the increase of student achievement on the May 2018-2019 FSA Science assessment.

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 57% to 70%, as measured by 2018-2019 FSA Science assessment scores.

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?
Enhance staff capacity to identify critical content from the standards using intentional and collaborative planning. Teachers will incorporate the 10-70-20 model for science instructional needs	Grade Level Teachers	• Within the Science Units • Daily • Weekly collaborative planning sessions • Teacher and peer feedback in journals • Relentless inspection of learning through monitoring students
The increase in standards based instructional practices to ensure student rigor using complex tasks that will align to the standard. Teachers will monitor the students to support the "confirming the learning" portion of the instructional model.	Grade Level Teachers	• Daily • Weekly collaborative planning sessions • Grade Level Collaborative Planning • Teacher and Peer feedback • Planning and developing tasks that can be used for student work samples to help guide instructional needs and student academic needs • Teachers collaborate to select and implement rigorous tasks aligned with each standard • Teachers will use Learning Boards and Scales and monitor to check for understanding of the learning
The use of thinking maps for science and academic vocabulary to increase student understanding.	Grade Level Teachers	• Daily science lesson plans • Pinellas County Vocabulary Project • Campus wide exposure to science vocabulary

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
Marzano Complex Tasks and Learning Boards and Scales Trainings (*various times and dates*)	All Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Monthly PLC's focused on incorporating Science standards based planning with a focus on rigorous and complex tasks to show understanding and mastery of standard(s).	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Teacher Evaluation Model Training ~ with a focus on planning and implementation of rigorous and differentiated standards based content (*Pre-school; Weekly Plc's; and various training dates to be signed up by individual teachers*)	All Teachers	☒ 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 4 out of 6 modules in bronze, as evidenced by the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by April 2019.
3. The problem/gap is occurring because fundraising options, lack of physical activity beyond recommended # of minutes.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, it would raise student awareness and encourage healthy choices in students and families.

5. **SMART GOALS:**

EXAMPLE: Our school will be eligible in 6 out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

The number of all students designing and implementing their own individualized physical activity and fitness plans will increase from 10% to 80%, as measured by the modules for The Alliance for a Healthier Generation and student Fitness Grams.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health 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
Complete 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

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
Healthy Schools Program Training Component #19545	Healthy School Team Members	☐ Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	☐ Other Priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	☐ Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	☐ Other Priority
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	☐ Other Priority

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 57%, as evidenced in 2017-2018 Science FSA scores.
2. We expect our performance level to be increased our results to 60% by May of 2019 FSA Science results.
3. The problem/gap is occurring because of a decrease in Nature and Needs.
4. If there is an increase focus on STEM would occur, the problem would be reduced by showing an increase on our 2018-2019 Science FSA results.

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 participate in STEM Academy activities will increase from 15% to 25%, as measured by the 2018-2019 Science FSA results.

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.
☐ 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?
STEM Academies ~ After School/Before School Enrichment Clubs	Wendy DeRee, JoAnn Riani, Nivia Brito, Lorena Kogan	weekly
STEM through Science Lab	Susan Gould, Wendy DeRee, JoAnn Riani, Nivia Brito	weekly

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Academies for science instructional staff (before/after school PD)	Science teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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 40% learning gains , as evidenced in 2017-2018 FSA ELA results.
2. We expect our performance level to be 60% by May 2018-2019 FSA ELA results.
3. The problem/gap is occurring because the students are not exposed to enough diverse texts, articles, multimedia, or books based on interest level .
4. If continuing to increase exposure to diverse culturally relevant genres of texts, articles, and multimedia in the classroom would occur, the problem would be reduced by increase of learning gains and proficiency on the 2018-2019 ELA FSA assessment.
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 making learning gains will increase from 40% to 60%, as measured by May 2018-2019 ELA FSA results.

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	☒ 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. ☒ 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	• Professional development and coaching that allows for instructional staff to increase student engagement based on the students culturally relevant needs, this will allow for students to have a learning environment to help increase their academic success. • By teachers providing flexible learning environments, the students will be able to become more comfortable in their learning, which will allow for students' academic growth. • Explicit vocabulary instruction using the Pinellas Vocabulary project will allow for students to learn and use the vocabulary in an interactive manner as well as focusing on culturally relevant learning stratagies. • Teachers planning for specific feedback that is culturally relevant, as well as deliberate allows the teacher to focus in the individual learners needs, as well as the learner to receive specific feedback based on their learning.
Student Achievement	☒ 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. ☒ Support teachers by providing professional development on building relationships and sharing student data with black families. ☒ Provide targeted professional development and coaching to teachers	• Data chats and focusing on student outcomes often will allow for more differentiated instruction and lesson planning based on immediate needs of the learner • Focusing on strategies that are culturally relevant will allow for students to make learning gains and have successful outcomes based on their learning and emotional needs.

	and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.	
Advanced Coursework	☒ 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. ☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☒ Support teachers by providing professional development on building relationships and sharing student data with black families.	• Weekly and bi-monthly data chats in collaborative planning sessions will allow for teachers to plan for student and instructional needs of the individual learners. This will result in an increase on student's outcomes in their individual data. Teachers will review data results with students and discuss individual learning outcomes. This will result in the student being able to set their own learning goals and to focus on areas strengths as well as needs of improvement. • By using a universal gifted screening will result in all students having the potential of being identified a gifted learner, which will help to meet the needs of all learners. • Teacher will take response to intervention and culturally relevant trainings throughout the school year to help meet the needs of all learners.
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	• The SBLT team will meet monthly to discuss the needs of students who may need Tier II or Tier III interventions for behavior. Teachers will be included in the discussions and interventions will be implemented. The result of these interventions and discussions will be for students to decrease behaviors and increase learning outcomes. • Teachers will take PD during pre-school on social and emotional learning strategies to help all students to feel successful in the classroom. Teachers providing learning environments that focus on student's social and emotional needs will allow for students to be successful in the classroom.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• Teachers will plan and coordinate with the IEP teacher to provide instruction for ESE learners. The result will be that ESE students will be able to increase their learning abilities due to specific instructional practices being used based on their needs as a learner.
Minority Hiring	☒ Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. We have a very diverse staff that are representatives of seven different countries on both our instructional and support staff. ☐ Choose Strategy ☐ Choose Strategy	• We will continue to consider diversity when we hire. The result of our hiring diverse staff members allows for all stakeholders to take part in a culturally response work environment.
		•

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?
Increasing awareness of restorative practices classrooms for all teachers and students to align with conditions for learning. Teacher will have daily meetings to build restorative practices into their daily lesson plans.	Karen Buckles Erica Pollick	• Pre-School • October 15th • Daily lessons • Weekly collaborative planning sessions • Monthly PLC's
Teachers will implement strategies to allow for all learners to feel welcome with a focus on skills and strategies learned from our Equity Champions and AVID Culturally Relevant trainings. Book study on the book "Other People's Children" to increase awareness of diverse students.	Pam Hardy Amy Valentino	• Pre-School • Daily Lessons • Weekly collaborative planning sessions • Monthly PLC's
Teachers will develop classroom libraries based on interest levels of students using survey feedback from students. Teachers will also develop and implement forms of flexible seating to offer students choice of learning environment and setting.	Missy Barrs Jennifer Visalli Tricia Hash	• Daily • Weekly collaborative planning sessions

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
PD for Equity Champions and AVID Culturally Relevant Training (monthly PLC's); Book study "Other People's Children" by Lisa Delpits (monthly before school)	Administration Instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
PD Restorative Practices Training (pre-school, October 15th)	Administration Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Focused PD to develop library survey to help have more diverse classroom libraries based on student interest. (*Weekly collaborative planning; monthly PLC's*)	Instructional Staff	☒ 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 12% learning gains in ELA, as evidenced in 2017-2018 ELA FSA ESE student scores.
2. We expect our performance level to be 40% by May 2018-2019 ELA FSA ESE students scores.
3. The problem/gap is occurring because decrease in learning gains and proficiency on the 2017-2018 ELA FSA.
4. If a focus on standards based planning would occur, the problem would be reduced by students being able to make learning gains on the 2018-2019 ELA FSA.

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 ESE students achieving ELA proficiency will increase from 12% learning gains to 40% learning gains, as measured by May 2018-2019 FSA ELA results.

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?
Collaborate with classroom teachers to develop standards-based lesson plans for our ESE students.	Kelsie Schneider Melissa Alfano	Weekly Collaborative Planning and/or PLC meetings
Support the use of academic language by providing additional support and instruction to help our ESE students to be able to recognize and identify academic language.	Kelsie Schneider Melissa Alfano	Daily small group lessons
Continue the use of Thinking Maps to support student differentiated learning.	Kelsie Schneider Melissa Alfano Classroom teachers	Whole, small, and individual lessons

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
Reading Units of Study ~ Summer Training/Planning DWT Training with	Kelsie Schneider Melissa Alfano ESE/ELA classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Complex Tasks and Learning Boards & Scales Trainings (*various times and dates*)	Kelsie Schneider Melissa Alfano Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Teacher Evaluation Model Training ~ with a focus on planning and implementation of rigorous and differentiated standards based content (*Pre-school; Weekly Plc's; and various training dates to be signed up by individual teachers*)	Kelsie Schneider Melissa Alfano Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 26% made learning gains, as evidenced in 2017-2018 FSA ELA assessment.
2. We expect our performance level to be 50% making learning gains by 2018-2019 FSA ELA assessment.
3. The problem/gap is occurring because There was not a learning gap based on this assessment, however we will work on standards-based planning and support of academic language.
4. If monitoring standards-based planning and increasing support of academic language would occur, the problem would be reduced by seeing an increase in learning gains on the 2018-2019 FSA ELA scores.

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 26% to 50%, as measured by 2018-2019 FSA ELA assessment.

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

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

☒ 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?
Collaborate with classroom teachers to develop standards-based lesson plans for our ELL students.	Jennifer Visalli Anca Irimie	Weekly Collaborative Planning and/or PLC meetings
Support the use of academic language by using the *ELA Standards with Model Performance Indicators for English Learners and Academic Vocabulary Instruction* book with our ELL students.	Diana Osorio Diana Khouri	Daily small group lessons
Continue the use of Thinking Maps to support student differentiated learning.	Jennifer Visalli Anca Irimie Classroom Teachers	Whole, small, and individual lessons

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
Standards-based instructional practices will be shared during weekly Collaborative Planning and/or PLC meetings.	Jennifer Visalli, ESOL Teacher Anca Irimie, ESOL Teacher **Classroom Teachers**	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Our bilingual assistants will learn how to support the use of academic language by receiving training on the book, *ELA Standards with Model Performance Indicators for English Learners and Academic Vocabulary Instruction* during preschool and throughout the year.	Jennifer Visalli, ESOL Teacher Anca Irimie, ESOL Teacher Diana Osorio, ESOL Bilingual Assistant Diana Khouri, ESOL Bilingual Assistant	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Our teaching staff will receive training on how to implement the remaining four Thinking Maps during preschool and ongoing PLC meetings.	James Dean, Thinking Maps Representative Tricia Hash, Classroom Teacher Jennifer Visalli, ESOL Teacher Anca Irimie, ESOL Teacher Kelsie Schneider, ESE Teacher Melissa Alfano, ESE Teacher	☒ Priority 1 ☒ Priority 2 ☒ 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 47% learning gains, as evidenced in 2017-2018 ELA FSA results.
2. We expect our performance level to be40 % learning gains by May 2018-2019 ELA FSA scores.
3. The problem/gap is occurring because there was not a gap based on our ELA FSA results, we will be increasing our focus on flexible seating and enhancing classroom libraries with more books based on interests of the students.
4. If an increased focus on interest based classroom libraries and flexible seating arrangements would occur, the problem would be reduced by our male students make their learning and proficiency goals on the 2018-2019 ELA FSA .

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 male students achieving ELA proficiency will increase from 47% to 60 %, as measured by May 2018-2019 FSA ELA results.

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*

☒ Provide a physical learning environment that is conducive for learning for both genders.

☒ Teachers utilize culturally relevant teaching.

☒ Invest in classroom libraries built with student interest in mind.

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?
Develop classroom environments that use flexible seating to offer student's choice.	Pam Hardy Lorena Kogan Missy Barrs	• Daily • Planning for scaffolding during the first 6 weeks of school
Building Culturally relevant classroom within alignment of AVID strategies	Wendy DeRee Amy Valentino	• Daily • Weekly collaborative planning sessions • Monthly AVID PLC's
Building classroom libraries that have a deeper focus of students interests books ~ a survey will be created to help identify the needs of classroom teachers to enhance their libraries to meet the needs of all learners	Literacy Leadership Team	• Weekly collaborative planning sessions • Monthly PLC's

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
Focused PD to develop library survey to help have more diverse classroom libraries based on student interest. (*Weekly collaborative planning; monthly PLC's*)	Literacy Leadership Team Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Gender Gap Book Study ~ The Trouble with Boys by Peggy Tyre (*offered before school monthly*)	Pam Hardy Classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Provide PD using model teachers who have flexible seating arrangements in classrooms ~ *monthly PLC's and collaborative planning*	Classroom teachers ~Pam Hardy ~Lorena Kogan	☒ 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 38% of gifted learners mastered proficiency, as evidenced in 2017-2018 FSA ELA results.

2. We expect our performance level to be 60% gifted learners showing mastery of proficiency by May 2018-2019 FSA ELA results.

3. The problem/gap is occurring because there was an increase in the gifted learners learning gains in ELA; however, we will be focusing on an increase of level 5 scores for the 2018-2019 school year.

4. If implementation of complex tasks would occur, the problem would be reduced by the learning barrier to help the students reach a goal of a 5 on the 2018-2019 FSA ELA assessment.

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 making learning gains will increase from 38% to 70%, as measured by May 2018-2019 FSA ELA results. The percent of gifted learners making a level 5 on the ELA FSA will increase from 38% to 70%, and level 5 on mathematics will increase from 13% to 70% on the 2018-2019 FSA Assessment in May.

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.

☒ 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?
Collaborate with classroom teachers to develop standards-based lesson plans for our ESE students.	Suzanne Daily Gifted Cluster teachers	• Daily • Weekly collaborative planning session
Increase of cognitively complex tasks to enhance the gifted learner	Suzanne Daily	• Daily lesson plans for each grade level • Weekly collaborative planning sessions
Continue the use of Thinking Maps to support student differentiated learning and deepening knowledge of advanced concepts	Suzanne Daily	• Daily lesson plans • Weekly collaborative planning sessions

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
Marzano Complex Tasks and Learning Boards & Scales Trainings (*various times and dates*)	Suzanne Daily Classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Focused Teacher Evaluation Model Training ~ with a focus on planning and implementation of rigorous and differentiated standards based content *(Pre-school; Weekly Plc's; and various training dates to be signed up by individual teachers)*	Suzanne Daily Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ 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.	• Meet & Greet • Open House • Fall Student Led Conferences • Spring Student Led Conference • Parent Conferences • Planner/Agenda • Progress Reports/ Report Cards • Connect Ed Weekly • Marquee • Monthly Newsletter	• Classroom Teachers • Administration • Specialists	• August • August • October • March/April • Various Dates • Daily • Various • Weekly • Weekly • Monthly
2. Provide academic tools to families in support of their students' achievement at home.	• SAC Parent Night • PTA Meetings/Presentations • FSA Workshops • AVID Parent Workshops • ESOL Parent Workshop • Parent Workshops on topics based on need/current trends • ST Math Workshop • Technology Night	• Teachers • Various Presenters • Administration/Specialists	• Fall • Various dates throughout the school year • Spring • Winter • Various Dates/Times • Fall
3. Purposefully involve families with opportunities for them to advocate for their students.	• Parent conferences (face-to-face, over the phone; with administrators) • Emails, class webpages, Class DoJo, etc…	• Classroom Teacher(s) • Parents • Administration	• Daily, weekly, at parents request or teachers request
4. Intentionally build positive relationships with families and community partners.	• Monthly Student celebrations (Round-Up) families and community are invited • Veteran's Day • Grandparents Day • All-Pro Dads • International Night • Olympic Field Days • Walk-A-Thon • Boo Who Breakfast • Everything Garrison-Jones Night • Volunteer Luncheon • Mother Son Movie Night • Father Daughter Dance • Chorus Concerts • Talent Show • Branch Ranch	• Various school stakeholders • Various Presenters	• Various dates and times throughout the school year

5. **MONITORING:**

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

6. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Responsive Training (*Pre-school, Monthly PLC's)*	Instructional Staff Support Instructional	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Damon	Kuhn	White	Parent
Karen	Buckles	White	Principal
Mimi	Skeim	Hispanic	Teacher
JoAnn	Riani	White	Teacher
Tricia	Hash	White	Teacher
Nancy	Gay	White	Business/Community
Phyllis	Gorshe	White	Business/Community
Annjanetta	Jordan-Pen	Black	Parent
Nancy	Gutierrez- Briceno	Hispanic	Parent
Stacy	Mullaney	White	Parent
Andrea	Hamilton	White	Parent
Loren	Kogan	Hispanic	Teacher
Kira	Johnson	Black	Parent
		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: 8/8/2018   ☐ 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]**
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.
2.	**Behavioral Support**	$ **[Insert amount for category]**
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.
3.	**Materials and Supplies**	$ **[Insert amount for category]**
	Reading Units of Study Materials and Instructional Materials	50% funds
	Click or tap here to enter text.	Click or tap here to enter text.
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **[Insert amount for category]**
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ **[Insert amount for category]**
	TDE's for teachers to work on RUS planning	50% of funds
	RUS PD/Math PD trainings and peer mentoring opportunities	Click or tap here to enter text.
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
	Click or tap here to enter text.	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL $ 3,500.00		