# School Improvement Plan
# SY 2018-19

# GULF BEACHES ELEMENTARY MAGNET SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

# Table of Contents

## 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: | Robert Kalach, Jr. | SAC Chair: | Treena Hoaglan |
|---|---|---|---|

| School Vision | 100% Student Success |
|---|---|

| School Mission | Gulf Beaches Elementary Magnet School students learn in a blended technology and project-based environment, focused on academic standards, where the core values of inquiry, research, collaboration, presentation, and reflection are emphasized in all classes. |
|---|---|

### School Data

| Total School Enrollment | Ethnic Breakdown: | | | | | |
|---|---|---|---|---|---|---|
| | Asian | Black | Hispanic | Multi-Racial | White | Other |
| 347 | 10 | 26 | 39 | 17 | 254 | 1 |

| School Grade | 2018: B | 2017: B | 2016: B | 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 | 60 | 57 | 75 | 56 | 65 | 57 | | | | | | |
| Learning Gains All | 43 | 58 | 64 | 63 | | | | | | | | |
| Learning Gains L25% | 35 | 43 | 39 | 41 | | | | | | | | |

| School Leadership Team | | | | |
|---|---|---|---|---|
| Position/Role | First Name | Last Name | FT/PT | Years at Current School |
| Principal | Robert | Kalach, Jr. | FT | 4-10 years |
| Equity Champion | Natalie | Baker | FT | 4-10 years |
| ESE | Natalie | Baker | FT | 4-10 years |
| ELL | Natalie | Baker | FT | 4-10 years |
| Climate and Culture | Robert | Kalach, Jr. | FT | 4-10 years |
| Curriculum Specialist | Jillian | Black | FT | 4-10 years |
| Magnet Coordinator/Tech | Mitchell | Carney | FT | 4-10 years |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Instructional Staff: | 29 | | Total Support Staff: | 14 |

### B. Improvement Priorities

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

---

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

---

**1. Priority 1**: Student-Centered with Rigor

**Priority 1 Theory of Action:**  If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency across subject areas will increase from 60% to 80% as measured by MAP's/FSA.

**2. Priority 2**: Standards-based planning

**Priority 2 Theory of Action:**  If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students successfully engaged in rigorous instruction will increase from 60% to 75% as measured by Marzano Observation and ISM data.

**3. Priority 3**: Project-Based Learning

**Priority 3 Theory of Action:**  If we effectively implement high-leverage strategies which support project-based learning , then the percent of all students engaging in PBL Units  and successfully meeting or exceeding mastery of the targeted standards within the units will increase from 60% to 80% as measured by Learning Scales associated with the PBL Units.

## 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 *(using MTSS Framework)* | All Priorities | Monitor and support instructional implementation of grade level standards to increase student proficiency on MAPs and FSA | • Training of standards based lesson planning for rigor <br> • Weekly Grade Level PLC Agendas <br> • Once Monthly SIP/Curriculum Training | Principal | Curriculum Specialist | Weekly as designated by individual Team | • Lesson Plans focused on the rigors of targeted standards <br> • Student Results of Formative Assessments |
| 2. | Tier 3 Problem-solving Team | Priority 1 | To immediately address and support the needs of identified struggling students (Academic or Behavior) | • Teacher data collection <br> • SBLT and Team review <br> • RtI/MTSS tracking | MTSS/RtI Coach | Teacher. MTSS/RtI Coach, Parents, Student, Student Services Team | Weekly review of SBLT and as needed based upon individual student need | • Tier 3 Support Plan and documentation <br> • Ongoing student data collection |
| 3. | Equity Team | All Priorities | To develop an operational awareness and | • Training all staff in Social Emotional | Equity Champion and RIT | All Staff | Preschool Training, ongoing | • Monthly Training Calendar |

| | 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 |
|---|---|---|---|---|---|---|---|---|
| | | | create process/strategies that incorporate equitable practices across the school community | Learning concepts and Restorative Practices | | | Professional Development throughout the school year | • Attendance/Participation Sign In Logs<br>• Higher student achievement results<br>• Lower student behavior incidents |
| 4. | Child Study Team | All Priorities | CST | • Bi monthly Meetings and review of student enrollment/attendance records | MTSS/RtI Coach | MTSS/RtI Coach, Administrator, Social Worker, Psychologist | Second and Fourth Tuesday of each month | • SBLT Meeting Minutes<br>• Increase in student attendance<br>• Increase in student academic achievement |
| 5. | Subject Area / Grade Level Leaders *(enter as many rows as needed)* | All Priorities | To ensure collegial support to all members sharing common responsibilities | • Monthly Team Level Meetings | Team Leader | All Team/Level members | Monthly meeting as designated by the individual Team/Level | • Meeting Minutes<br>• Improved Effectiveness of Team/Level members |
| 6. | Literacy Leadership Team  *(if this is the same as SBLT, please note as this does not need to be duplicated).* | All Priorities | To ensure that appropriate instructional strategies and materials are being implemented to support effective student instruction and engagement | • Monthly review of SIP | Curriculum Specialist | All Instructional Staff | Second Wednesday of each month | • Meeting Minutes<br>• Increased Student Achievement |
| 7. | PBIS Team | All Priorities | To promote and support and positive school and learning environment | • Creations of a Schoolwide PBIS Plan<br>• Staff Professional Development | PBIS Team and RIT | All Staff | Preschool Training Scheduled Dates, Incorporated within the | • Creation of the PBIS Plan<br>• Improved student academic performance<br>• Decrease in student |

| | 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 |
|---|---|---|---|---|---|---|---|---|
| | | | | Trainings | | | monthly SIP Training on the second Wednesday of each month | behavior incidents |
| 8. | Family Engagement Team | All Priorities | To promote and support the participation of families in the school community | • Recruitment of PTA members<br>• Approved Volunteer Applicants<br>• Scheduling of Family Involvement Events across the school year | All Staff, PTA, SAC, and FINSS | All school community stakeholders | As scheduled throughout the school year | • Number of scheduled and conducted events<br>• Family enrollment/attendance records<br>• Number of registered volunteers<br>• Number of recorded volunteer hours |
| 9. | Future Innovators Network for Student Success (FINSS) | All Priorities | To promote and support outside partnerships and the Magnet Theme of the school (Innovation and Digital Learning) | • Creation of a defined and elected FINSS Council and recruited community members | Principal | Principal, FINS Council Members and Volunteer Participants | Ongoing throughout the calendar year | • Monthly Meetings<br>• Meeting Minutes<br>• Participant Enrollment<br>• Resources and Funds donated to the school<br>• Schedule of sponsored events |

## 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 a 3.1% risk rate per student. We expect our performance level to be 2% by the end of the school year, May 2019.
2. The problem/gap in behavior performance is occurring because our black students have a higher risk ratio (45.5%) for receiving an Office Referral.
   3. If we focus on developing and strengthening relationships through the Restorative Practices Framework , the problem would be reduced by greater student teacher relationships and school culture, as evidenced by decreased student referral risk data to 2% . (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by adjusting practices as needed based on data outcomes.

5. **SMART GOAL:**

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

   The percent of all students receiving office referrals will decrease from 7% to 5%, as measured by Office Referral data.

6. **STRATEGIES:**

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.

☒ 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* | • Robert Kalach<br>• Natalie Baker<br>• Jillian Black<br>• Melinda Carney | • Summer of 2018<br>• |
| *Ensure at least one staff member attend and becomes is a certified Trainer of RP* | • Natalie Baker | • Summer of 2018 |
| *Develop school-wide roll-out and development plan of RP/SEL.* | • Robert Kalach<br>• Natalie Baker<br>• Jillian Black<br>• Melinda Carney | • Summer of 2018 |
| *Conduct learning opportunities:*<br>*Restorative Practice Strategies (Required 12 hours)* | • Robert Kalack<br>• Natalie Baker | • Pre school 2018<br>• Monthly SIP Staff |

| | | |
|---|---|---|
| *SEL*<br>*RP Circles*<br>*Adjust trainings as needed to meet SIP goal* | • Jillian Black<br>• Melinda Carney | PD ongoing through the school year |
| | | • |
| *SBLT review of student and teacher data on weekly basis for trends and next steps.* | • Robert Kalach<br>• Natalie Baker<br>• Jillian Black<br>• Mitchell Carney<br>• Brian Piscalko<br>• Alanna Thompson | • Every Wednesday |
| *Update school-wide plan on a monthly basis.*<br>• *Celebrate areas of growth*<br>• *Update strategies for areas of improvement* | • Robert Kalach<br>• Natalie Baker<br>• Jillian Black<br>• Mitchell Carney<br>• Brian Piscalko<br>• Alanna Thompson | • Monthly Meeting as designated |

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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Restorative Practices Staff Training (Introductions 6 Hrs) | Principal<br>29 instructional staff members | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Monthly SIP Development Training | Principal<br>29 Instructional Staff members | ☒ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| Restorative Practices- Circles Training  (6 hrs) | Principal<br>29 Instructional Staff members | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Social Emotional Learning | Principal<br>29 Instructional Staff memebers | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

**B. Conditions for Learning: Attendance**

**REFLECTION (4-Step Problem-Solving):**

1. Our current attendance rate is 95.5%. We expect our performance level to be 97% by end of the school year, May 2019.

2. The problem/gap in attendance is occurring because 2% of the total student population accounts for 20% of the overall absence rate.

3. If we better focus targeted supports with the gap percentage of students would occur, the problem would be reduced by 10%.

4. We will analyze and review our data for effective implementation of our strategies by conducting bi monthly CST attendance reviews.

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 absent 10 days or more will decrease from 11% to 5%, as measured by student attendance data collected on the 2nd and 4th weeks of the month by the CST team.

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

☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| *Review attendance taking process and school-wide strategies for positive attendance with all staff.* | CST | Bi Monthly Meetings |
| *Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.* | CST | Monthly Review/Revision |
| *Develop and implement attendance incentive programs and competitions.* | CST | As Needed |
| *Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.* | CST | As Required based upon need |
| *Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.* | SBLT | Monthly SIP Meeting (2nd Wednesday of each month) |
| *Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.* | CST | Reviewed Bi Monthly |
| *Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).* | CST | Reviewed Bi 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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Attendance records and data collection review through Student Profiles monthly | All Instructional Staff | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |

## A. ELA/Reading Goal

*DATA SOURCES TO REVIEW:*

**REFLECTION (4 Step Problem-Solving):**

1.  Our current level of performance is <u>60% student proficiency</u>, as evidenced in <u>FSA</u>.
2.  We expect our performance level to be <u>70%</u> by <u>the spring administrations of FSA.</u>
3.  The problem/gap is occurring because <u>students are not successfully demonstrating mastery of standards based tasks</u>.
4.  If <u>greater focus on standards based planning</u> would occur, the problem would be reduced by <u>an increase of 10% or more in student mastery as measured by the FSA</u> .

5.  **SMART GOALS:**

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

The <u>percent</u> of <u>all</u> students <u>ELA proficiency</u> will <u>increase</u> from <u>60%</u> to <u>70%</u>, as measured by <u>FSA</u>.

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

☒ Strengthen staff ability to engage students in complex tasks.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ Support staff to utilize data to organize students to interact with content in manners which 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** <br> are you doing to implement these strategies? | **WHO** <br> is leading this step? | **WHEN** <br> is it occurring? |
|---|---|---|
| Professional Development Training on Standards Based Planning for Instruction with rigor. | SBLT | Monthly |
| Professional Development Training on Student Questioning strategies that promote increased student engagement with rigor. | SBLT | Monthly |
| Professional Development Training on Teacher Planning for intentional instructional differentiation/scaffolding to support identified students. | Curriculum Specialist/MTSS RtI Coach | 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** <br> (number and job titles) | **Priority Alignment** |
|---|---|---|
| Standards Based Lesson Planning with Rigor | 26 Staff Members <br> All Instructional Staff | ☒ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |
| Effective Teacher/Student Questioning strategies | 26 Staff Members <br> All Instructional Staff | ☒ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |
| Effective Teacher Planning for instructional differentiation/scaffolding for identified students of need | 26 Staff Members <br> All Instructional Staff | ☒ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |

## B. Mathematics Goal

*DATA SOURCES TO REVIEW:*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is <u>75% proficiency</u>, as evidenced in <u>FSA</u>.
2. We expect our performance level to be <u>80%</u> by <u>the spring administration of FSA.</u>
3. The problem/gap is occurring because <u>only 39% of our Lowest Performing students made learning gains</u>.
4. If <u>the percentage of the identified lowest performing students making learning gains</u> would occur, the problem would be reduced by <u>25%</u>.

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 <u>percent</u> of <u>all</u> students in the L25 category <u>making learning gains</u> will <u>increase</u> from <u>64%</u> to <u>75%</u>, as measured by <u>the spring administration of FSA</u>.

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

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

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

☐ Choose Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Provide standards based planning training for all Instructional Staff | Curriculum Specialist | Monthly SIP Meeting |
| Provide differentiation strategies training for all Instructional Staff | Curriculum Specialist | Monthly SIP 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 opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| P.D. for lesson planning utilizing "High Yield Number Routines" | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| P.D. for supporting differentiated instruction using Near Pod, Engage New York | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
|  |  | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## C. Science Goal

*DATA SOURCES TO REVIEW:*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is <u>65% of students meeting proficiency</u>, as evidenced in <u>SSA</u>.
2. We expect our performance level to be <u>80%</u> by <u>the spring administration of the SSA.</u>
3. The problem/gap is occurring because <u>35% of our students did not meet proficiency expectations</u>.
4. If <u>targeted Science instruction with fidelity</u> would occur, the problem would be reduced by <u>15%</u>.

5. **SMART GOALS:**

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

The <u>percent</u> of <u>all</u> students <u>meeting proficiency</u> will <u>increase</u> from <u>65%</u> to <u>80%</u>, as measured by <u>SSA spring administration</u>.

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 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? |
|---|---|---|
| Planning Monthly P.D. Trainings for all Instructional Staff | Curriculum Specialist | Monthly SIP Meeting |
| Monthly Data Review | SBLT | Team Level PLC as designated |
| | | |

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 |
|---|---|---|
| P.D. for supporting Science Lab Instruction | All Instructional Staff | ☒ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |

## E. Healthy Schools Goal

*DATA SOURCES TO REVIEW:*

**REFLECTION (4 Step Problem-Solving):**
1. Our current level of performance is Click or tap here to enter text., as evidenced in Click or tap here to enter text..
2. We expect our performance level to be Click or tap here to enter text. by Click or tap here to enter text..
3. The problem/gap is occurring because Click or tap here to enter text..
4. If Click or tap here to enter text. would occur, the problem would be reduced by Click or tap here to enter text..

5. **SMART GOALS:**

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

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

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

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

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

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

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
|  |  | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
|  |  | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
|  |  | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## F. Academic Intervention Goal

*DATA SOURCES TO REVIEW:*

**REFLECTION (4 Step Problem-Solving):**

1.  Our current level of performance is <u>35% in ELA and 39% in Mathematics for our L25 students are meeting learning gains</u>, as evidenced in <u>the spring FSA administration</u>.

2.  We expect our performance level to be <u>60% in ELA and 60% in Mathematics L25 students</u> by <u>the spring 2019 FSA administration.</u>

3.  The problem/gap is occurring because <u>L 25 students' academic needs in ELA and Mathematics are not being met</u>.

4.  If <u>targeted instructional differentiation</u> would occur, the problem would be reduced by <u>25% or more</u>.

5.  **SMART GOALS:**

| EXAMPLE: The <u>percent</u> of <u>all</u> students <u>achieving Level 1 in ready</u> will <u>decrease</u> from <u>15%</u> to <u>8%</u>, as measured by <u>FSA.</u> |
| --- |

The <u>percent</u> of <u>all</u> students <u>increasing learning gains within the L25 category</u> will <u>increase</u> from <u>35% in ELA and 39% in Mathematics</u> to <u>60% in ELA and 60% in Mathematics</u>, as measured by <u>the spring 2019 FSA administration</u>.

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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
| --- | --- | --- |
| Conduct Monthly Data Chats | SBLT | Monthly PLC Meeting as designated |
| Review critical student progress review with the MTSS/RtI Coach | Teacher | As Needed |
|  |  |  |

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<br>(number and job titles) | Priority Alignment |
| --- | --- | --- |
| Utilize our 2nd grade Footprints Lead Teacher to support Intermediate teachers/students | 7 Instructional staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| P.D. for all Instructional Staff on properly organizing the ELA and Mathematics instructional block | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## G. STEM Goal

***DATA SOURCES TO REVIEW:***

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 100%, as evidenced in enrollment at GBEMS and through our schoolwide magnet theme.

2. We expect our performance level to be 100% by end of school year, May 2019.

3. The problem/gap is occurring because need for more extended learning opportunities tied to STEM/STEAM with particular focus on increasing opportunities for K-2 students.

4. If we increase the before/after school STEM/STEAM opportunities would occur, the problem would be reduced by 50%.

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 participating in extended STEAM/STEAM activities  will increase from 5% to 25%, as measured by students attendance/participation logs.

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.
☐ Choose Strategy
☐ Choose Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Open STEM/STEAM clubs for primary students | All Staff | August 2018 |
| Continue offering existing STEM/STEAM Clubs for intermediate students | All Staff | August 2018 |
| Continue IC3 Sparks – Industry Certification for identified students | All Staff | August 2018 |

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

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

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Staff P.D. for integrating technology into the CORE instruction for all levels | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| With a goal of 100% Staff Certification in IC3 Spark | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ 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 <u>29% in ELA and 43% in Mathematics proficiency</u>, as evidenced in <u>2018 spring FSA administration</u>.
2.  We expect our performance level to be <u>70% in both ELA and Mathematics</u> by <u>the spring 2018 FSA administration.</u>
3.  The problem/gap is occurring because <u>students are not successfully demonstrating proficiency on standards based assessments</u>.
4.  If <u>greater focus on standards based planning</u> would occur, the problem would be reduced by <u>40% or greater in student proficiency as measured by FSA</u>.

5.  **SMART GOALS:**

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

The percent of black students meeting proficiency levels as measured by FSA will increase from <u>29% in ELA and 43% in Mathematics</u> to <u>70% in both ELA and Mathematics</u>, as measured by <u>the spring 2018 FSA administration</u>.

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.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Highest possible student achievement |
| 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.<br>☒ 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.<br>☐ Choose Strategy | • Increase in the number of black students meeting proficiency on the FSA<br>• Increase in black student engagement and increase in number of black students meeting proficiency on the FSA |
| Advanced Coursework | ☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Universal Gifted Screening for all Kindergarten students<br>• Gifted Screening/Referrals for black students grades 1-5 |
| Student Discipline | ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.<br>☒ Implement Restorative Practices throughout the school.<br>☐ Choose Strategy | • Reduction in Office Referral for all black students<br>• Increased learning engagement for all black students |

| ESE Identification | ☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Targeted academic and behavior supports provided as needed in a timely manner |
|---|---|---|
| Minority Hiring | ☒ Ultilize supports from district office to support the recruitment and retention of black applicants.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Maintain a High Performing Workforce |

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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Review academic and behavior data for all black students | SBLT | Monthly SIP |
|  |  |  |
|  |  |  |

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

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Provide SEL and Restorative Practices Training | All Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Develop individual classroom Behavior Plans | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ 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 27% proficiency on ELA and 19% proficiency on Mathematics, as evidenced in 2018 spring administration of the FSA.
2.  We expect our performance level to be 80% by 2019 spring administration of the FSA.
3.  The problem/gap is occurring because standards based planning must be in place.
4.  If increase the focus on standards based planning would occur, the problem would be reduced by increasing student proficiency to 80% or greater.

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 all students meeting proficiency in ELA and Mathematics will increase from 27% to 80%, as measured by 2019 spring administration of the FSA.

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

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

☐ Choose Strategy

☐ Choose Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| **Effectively develop standards based lesson plans that support scaffolding** | **Classroom Teacher** | **Ongoing** |

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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Training for standards based planning with scaffolding with in the instructional block | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ 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 <u>100%</u>, as evidenced in 2018 spring administration of the FSA.
2.  We expect our performance level to be <u>100%</u> by the 2019 spring administration of the FSA<u>.</u>
3.  The problem/gap is occurring because <u>None</u>.
4.  If <u>maintaining our instructional delivery systems</u> would occur, the problem would be reduced by <u>maintaining our 100% proficiency</u>.

5.  **SMART GOALS:**

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

The percent of all students meeting proficiency will increase from 100% to 100%, as measured by 2019 spring administration of the FSA.

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

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

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

| **WHAT** <br> are you doing to implement these strategies? | **WHO** <br> is leading this step? | **WHEN** <br> is it occurring? |
|---|---|---|
| Support standards based lesson planning | SBLT | Monthly SIP Training |
| | | |

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** <br> (number and job titles) | **Priority Alignment** |
|---|---|---|
| Standards based lesson planning training | All Instructional Staff | ☐ Priority 1 <br> ☒ Priority 2 <br> ☐ 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 <u>64% in ELA and 82% for Females, 58% in ELA and 73% in Mathematics for Males</u>, as evidenced in the 2018 spring administration of the FSA.
2. We expect our performance level to be <u>80% in ELA and 85% for Females, 80% in ELA and 80% in Mathematics for Males</u> by the 2018 spring administration of the FSA<u>.</u>
3. The problem/gap is occurring because <u>there is a need to increase the focus on standards based planning</u>.
4. If <u>greater focus on standards based planning</u> would occur, the problem would be reduced by <u>40% or greater</u>.

5. **SMART GOALS:**

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

The percent of all students  male and female,  will increase from <u>64% in ELA and 82% for Females, 58% in ELA and 73% in Mathematics for Males</u> to <u>80% in ELA and 85% for Females, 80% in ELA and 80% in Mathematics for Males</u>, as measured by the 2018 spring administration of the FSA.

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

☒ Enhance opportunities for Voice & Choice.
☐ 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? |
|---|---|---|
| **Development of Project Based Learning Units at every grade level** | **All Instructional Staff** | **Every Grading Period** |
| | | |
| | | |

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 |
|---|---|---|
| Lesson Planning and PBL unit creation | All Instructional Staff | ☒ Priority 1 <br> ☐ Priority 2 <br> ☐ 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 <u>88% in ELA and 100% in Mathematics proficiency</u>, as evidenced in the 2018 spring administration of the FSA.
2.  We expect our performance level to be <u>100% in ELA and 100% in Mathematics proficiency</u> by the 2019 spring administration of the FSA<u>.</u>
3.  The problem/gap is occurring because <u>there is a need to increase the focus on standards based planning</u>.
4.  If <u>a greater focus on standards based planning</u> would occur, the problem would be reduced by <u>22% or greater</u>.

5.  **SMART GOALS:**

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

The ==percent== of ==all== students meeting proficiency on FSA will ==increase== from <u>88% in ELA and 100% in Mathematics proficiency</u> to <u>100% in ELA and 100% in Mathematics proficiency</u>, as measured by the 2019 spring administration of the FSA.

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

☒ Strengthen staff ability to engage students in complex tasks.
☐ Choose Strategy
☐ Choose Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Focus Lesson Planning on rigorous standards based tasks | Gifted Teachers | 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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| P.D. on standards based lesson planning | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ 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. | • Maintain School Website<br>• Distribute Monthly School Newsletter (Jawsome Journal)<br>• Classroom Newsletters<br>• Parent Connect Voice Messages<br>• Discovery and STEAM Nights<br>• Growing Greatness Wall-academic achievement<br>• Parent conferences and open lines of communication between families, teachers and administration | • Principal<br>• Classroom Teachers<br>• All Staff Contribute | • Daily/Weekly/Monthly as needed/required |
| 2. Provide academic tools to families in support of their students' achievement at home. | • Issue One to One iPads or laptop computers to all students<br>• Parent iPad/Laptop training<br>• Parent Nights- discovery, STEAM, and FSA nights | • All Instructional Staff | • August of 2018<br>• Ongoing<br>• As scheduled on the school calendar |
| 3. Purposefully involve families with opportunities for them to advocate for their students. | • Support PTA Membership and Attend events<br>• Host Student Led Conference/STEAM Nights each semester | • All Staff | • As scheduled on the school calendar |
| 4. Intentionally build positive relationships with families and community partners. | • Implement a PCS Volunteer recruitment drive<br>• FINSS Committee (school-based) | • All Staff<br>• FINSS members | • August 2018<br>• Monthly FINSS meetings |

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 |
|---|---|---|
| PCS Volunteer applicant process | All Staff | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| High Impact Classroom Family Engagement Training | Roseann Sacino- Classroom teacher<br>Alexandra Owens- Classroom Teacher<br>Rachel Kleser- Classroom Teacher | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |

## SAC Membership

| First Name | Last Name | Race | Stakeholder Group |
|---|---|---|---|
| Treena | Hoaglan | White | Parent |
| Ruth | Kisco | White | Parent |
| Eric | Theis | White | Parent |
| Chelsea | Nelson | White | Parent |
| Jillian | Black | White | Other Instructional Employee |
| Eliza | Suerte | Asian | Teacher |
| Robert | Kalach | White | Principal |
| Terri | Finnerty | White | Business/Community |
| Allaina | Taylor | Black | Parent |
| Steve | Taylor | Black | Parent |
| Winnie | Sunquist | White | Parent |
| Tonya | Elmore | White | Parent |
|  |  | 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
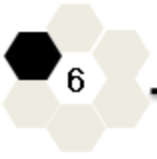
# 6 Budget and Other Requirements

## ⬢ 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]** |
| [Describe each support on a separate row] | [Insert Amount] |
| [Describe each support on a separate row] | [Insert Amount] |
| **2. Behavioral Support** | **$ [Insert amount for category]** |
| [Describe each support on a separate row] | [Insert Amount] |
| [Describe each support on a separate row] | [Insert Amount] |
| **3. Materials and Supplies** | **$ [Insert amount for category]** |
| [Insert materials on a separate row] | [Insert Amount] |
| [Insert materials on a separate row] | [Insert Amount] |
| **4. Employee Expenses *(i.e., travel, registration fees, etc.)*** | **$ [Insert amount for category]** |
| [Describe each type on a separate row] | [Insert Amount] |
| [Describe each type on a separate row] | [Insert Amount] |
| **5. Professional Learning and Training *(not employee expenses. Categories could include TDE, stipends, etc.)*** | **$ [Insert amount for category]** |
| [Describe categories on a separate row] | [Insert Amount] |
| [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** $  **[Insert total estimated SIP Budget]** | |