i

School Improvement Plan
SY 2018-19

HIGH POINT 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:	Michael Feeney	SAC Chair:	Amy Soto & Kerstin Villano

School Vision	Our instructional vision stems from a belief that each and every, student has the ability to learn and be successful. It is our responsibility to understand and meet the needs of our individual students and provide them with the education and supports needed for them to find success.

School Mission	Educate and prepare each student for college, career and life.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
636	21	100	311	27	177	0

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	32	38	52	57	48	37						
Learning Gains All	44	49	53	74								
Learning Gains L25%	47	56	44	72								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Feeney	FT	1-3 years
Equity Champion	Crystal	Berner	FT	1-3 years
ESE	Christin	LeFleur	FT	4-10 years
ELL	Jennifer	Warner	FT	4-10 years
Climate and Culture	Margo	Evancho	FT	4-10 years
Assistant Principal	Carollaine	Robinson	FT	4-10 years
MTSS	Eyvonne	Ryan	FT	1-3 years
Reading Coach	Karen	Cangemi	FT	4-10 years
Curriculum Specialist	Holly	Huey	FT	1-3 years
Behavior Specialist	Greg	Vanderloop	FT	4-10 years
School Counselor	Sara	Howle	FT	1-3 years
Social Worker	Kama	Conrad	FT	4-10 years
Total Instructional Staff:			Total Support Staff:	

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 instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies that support standards-based instruction , then the percent of all students performing on grade level will increase from 32% to 62% in all content areas.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies that support standards-based planning , then the percent of all students performing on grade level will increase from 32% to 62% in all content areas.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies that support student-centered with rigor , then the percent of all students performing on grade level will increase from 32% to 62% in all content areas.

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 instructional implementation of grade level standards, along with differentiation to close achievement gaps and increase FSAproficiency	• Leadership walks based on New Leaders framework • Differentiated PD based on observations • Lesson Planning reflection • Data driven reflection	Principal MTSS Coach	Assistant Principal Team Leaders Instructional Coaches Psychologist Behavior Spec Counselor Social Worker	Weekly	• SBLT minutes reflect on progress and next steps to works towards our prioritized goals • Lesson Plan reflection • Data driven next steps
2.	Tier 3 Problem-solving Team	All Priorities	Ensure all behavioral and instructional gaps are addressed and closed.	• Data driven reflection • Teacher communication • Testing	Behavior Coach Psychologist	Principal Assistant Principal Team leaders SBLT ESE	Bi-weekly	• Minutes • Communication folders • Intervention tracker

	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
			Equity driven instruction Create an efficacious school culture	• All stakeholder communication meetings		ESOL		
3.	Equity Team	All Priorities	Ensure all behavioral and instructional gaps are addressed and closed. Equity driven instruction Create an efficacious school culture	• PD • Reflection based on TLF and walkthrough data	Equity Champion	Principal Assistant Principal Team leaders	biweekly	• E.T. minutes • Evidence in classrooms based on walkthroughs and ISM data/visits
4.	Child Study Team	All Priorities	Ensure all behavioral and instructional gaps are addressed and closed due to attendance issues. Create an efficacious school culture	• Monthly incentives • Parent communication • Data driven reflection to track all students monthly • Newsletter	Social Worker, Guidance Counselor	Principal Assistant Principal CST	Monthly	• CST minutes • Data from dashboard
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Ensure all teachers/grade levels are providing instruction to meet the needs of all students based on state standards.	• PLC driven agendas from ILT • PD related to monitoring instructional based strategies with	SBLT members	All instructional staff	Weekly	• PLC notes • Walkthrough and ISM data • Non-inferential observations and trend data based on TLF and New Leaders strategies.

	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
			Addressing the needs for differentiation and creating plans and monitoring to close achievement gaps. Monitoring student growth and action planning for all students	an awareness of predominant practices and instructional shifts • Goal setting and data mining for each and every student				
6.	Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).*	All Priorities	Same as SBLT					
7.	PBIS Team	All Priorities	Ensure all behavioral and instructional gaps are addressed and closed. Equity driven instruction Create an efficacious school culture	• Walkthroughs • Data driven reflection • Coaching	Behavior coach, AP	All instructional staff	Weekly	• Dashboard data • Walkthroughs • Coaching log
8.	Family Engagement Team	All Priorities	Create an efficacious school culture	• Communication with staff and outside community	Community liaison, principal, and AP	All staff	Monthly	• Newsletter • Email communication

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 10.4% of students received referrals (211), 76 students out of 729 total enrollment . We expect our performance level to be 5% of students receiving referrals, 32 students out of 636 total enrollment by the end of the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because of a lack of social and emotional learning skills.
3. If implementing restorative practices /SEL lessons thru daily class circles (teaching, modeling, and re-teaching) would occur, the problem would be reduced by 5% as evidenced by 32 students out of 636 receiving referrals in 2018-19⌐OBJ⌐. (see above)*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by continuing to implement restorative circles. We will use SEL lessons through modeling, teaching and reteaching. This teaching would decrease our referrals by 5% and create a more positive school climate as evidenced by restorative practices research from IIRP.

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 referrals will decrease from 10.4% to 5%, as evidenced by the end of year ODR data from the School Profiles Dashboard. We will also decrease the risk ratio for Black students receiving referrals from 3.32 to 2.00 as measured by the end of the year ODR data from the School Profiles Dashboard.

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.
☒ Choose Climate and Culture Strategy Cooperative, Honest, Attentive, Managing, Polite (CHAMP) Tier 1 Plan
☒ Choose Climate and Culture Strategy 5-Step SWBP

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	• Margo Evancho-Lead • Attended Stull Vanderloop Howle	• June 18-19
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Margo Evancho	• June 4-6
Develop school-wide roll-out and development plan of RP/SEL. Introduce CHAMP (cooperation, honesty, attitude, management, politeness)	• Margo Evancho/Howle & RP	• Aug 1-10

Conduct learning opportunities	• Margo Evancho &RP Team	Aug 13-May 20
Monitor and support staff for implementation with fidelity.	• Margo Evancho &RP	• Monthly
Review student and teacher data on weekly basis for trends and next steps.	• Margo Evancho, SBIT/ SBLT	• Monthly
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Margo Evancho, Nicole Johnson, Greg Vanderloop	• Monthly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Roll Out of Tier 1 School Wide Initiative-CHAMP Cooperative, Honest, Attentive, Managing, Polite	Nicole Johnson-Teacher & members of team Participants: All instructional Staff(45)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
PLC-Book Study "Better Than Carrots or Sticks" SEL Lessons/AVID Strategies	Margo Evancho/Howle/RP team Instructional Staff(45)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Coaching, Collaboration and Co-Facilitation of RP and Positive and Proactive Classroom Management	Margo Evancho/RP Team-(45 or as needed)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

◆ **B. Conditions for Learning: Attendance**

REFLECTION (4-Step Problem-Solving):

1.   Our current attendance rate is 93.7%. We expect our performance level to be 95% by 2018-2019 school year.

2.   The problem/gap in attendance is occurring because lack of transportation for most families and an increase in homeless students.

3.   If proactive measures are taken and parent notifications are sent on a regular basis (every month), the problem would be reduced by 2%.

4.   We will analyze and review our data for effective implementation of our strategies by having monthly Child Study Team meetings and monitoring all student attendance.

5.   **SMART GOAL:**

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

The percent of all students attending school will increase from 93.7% to 95%, as measured by school attendance rates in dashboard for the 2018- 2019 school year.

The percent of all students missing more than 10% of school will decrease from 4% to 2% as evidenced by attendance dashboard data for the 2018-19 school year.

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

☐ Choose Attendance Strategy **High Point will monitor and provide resources and communicate with families in a timely manner.**

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

☐ Choose Attendance Strategy

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

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

2 Conditions for Learning

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
Data analysis monthly, problem solving worksheet	Child Study Team	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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 32% proficiency, as evidenced in FSA ELA.
2. We expect our performance level to be 62% proficiency by FSA ELA.
3. The problem/gap is occurring because core instruction not addressing the needs of all learners.
4. If standards based instruction differentiated to meet the needs of all learners and monitored through formative assessments would occur, the problem would be reduced by 30 %.

5. **SMART GOALS:**

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

The percent of all students achieving ELA proficiency will increase from 32% to 62%, as measured by FSA.

The percent of students making learning gains in ELA will increase from 44% to 62%, as well as the percent of L25 students making gains will increase from 47% to 62% as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically re-reading complex text, writing speaking and listening.	All ELA teacher and content coach	August 2018- May 2019
1. Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for strategic practice as well as build stamina for longer projects across the grade levels and calendar year.	All ELA teachers and content coach	August 2018- May 2019
1. Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy and adjust instruction through the use of talk, task, text and student needs.	Administration and content coach	August 2018- May 2019
2. Design lessons on a trajectory of difficulty with multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students' needs.	All ELA teachers and content coach	August 2018- May 2019
2. While students are practicing, staff observes, takes notes and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback.	All ELA teachers and content coach	August 2018- May 2019

3. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.	All ELA teachers and content coach	August 2018- May 2019
3. Plan for and execute moments of pause for 'elaborative rehearsal' time for students to talk about the learning and processing of information before moving on. One strategy for this includes providing sentence frames to support language development as students talk about their learning.	All ELA teachers and content coach	August 2018- May 2019
3. Promote self-regulation by designing instruction to move students toward independence (e.g. engagement in classroom routines, application of a specific reading strategy, ability to reflect on characteristics of their writing, etc.).	All ELA teachers and content coach	August 2018- May 2019
3. Provide multiple opportunities for students to grapple with vocabulary across the literacy block (reading, writing, speaking and listening).	All ELA teachers and content coach	August 2018- May 2019

2. **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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
The Pinellas County Vocabulary Project (helping develop & become a trainer).	Michelle Hajian -3rd grade alternative education teacher	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
ELA Training	All ELA teachers and content coach	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
ELA Planning	All ELA teachers and content coach	☐ 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 52%, as evidenced in Math FSA.
2. We expect our performance level to be 62% by FSA Math.
3. The problem/gap is occurring because differentiating to meet the needs and close instructional gaps for all students.
4. If data driven differentiation would occur, the problem would be reduced by 15%.

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 52% to 62%, as measured by FSA.

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

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

☐ 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?
1. Teachers use lesson planning tools to plan purposeful questions based on anticipated student solutions and misconceptions.	Math Coach	August 2018- May 2019
1. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback, with mathematics coach support as requested.	Administration and content coaches	August 2018- May 2019
2. Teachers implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the mathematics block to increase number sense and flexibility.	Administration and content coaches	August 2018- May 2019
2. Administrators and teachers engage in mathematics-focused learning walks using district provided walkthrough tools.	Administration and content coaches	August 2018- May 2019
2. Teachers monitor and provide feedback to students to support learning.	All math teachers and content coach	August 2018- May 2019
2. Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems.	All math teachers and content coach	August 2018- May 2019
3. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (e.g., MAFS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	All math teachers and content coach	August 2018- May 2019

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Number Talks Institute	Kerstin Villano- 4th Grade Teacher	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Math Training- Mathematics Teacher Leader Institute	All math teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Math Planning- Weekly sessions with the onsite coach, generating higher order questions	All math teachers	☒ 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 48% proficiency, as evidenced in SSA Science.
2. We expect our performance level to be 62% proficiency by SSA Science.
3. The problem/gap is occurring because differentiating to meet the needs and close instructional gaps for all students.
4.   If data driven differentiation would occur, the problem would be reduced by 15%.

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 48% to 62%, as measured by SSA state testing requirements.

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.

☐ Strengthen staff ability to engage students in complex tasks.

☐ 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?
1. Ensure students have opportunity to complete all components of science labs.	Principal and Assistant Principal	August 2018- May 2019
1. Develop teacher capacity to organize for and engage students in complex tasks involving hypothesis generation and testing.	Science Coach	August 2018- May 2019
1. Administrators and teachers engage in science-focused learning walks using district provided walkthrough tools.	Administration, all content coaches	August 2018- May 2019
2. Teachers collaborate to select and implement rigorous tasks aligned with each standard.	All teachers and content coaches	August 2018- May 2019
2. Develop teacher capacity to organize for and engage students in complex tasks involving hypothesis generation and testing.	Science Coach	August 2018- May 2019
2. Teachers use BOAST (Bring On Any Science Test) vocabulary academic gaming strategies.	All teachers- 5th grade	August 2018- May 2019

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

☐ Priority 1   ☐ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Science Content Training	All science teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Science Content Planning	All science teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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, 5 out of 6 as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 5 out of 6 modules eligible for bronze by April 2019.
3. The problem/gap is occurring because Lack of physical activity beyond recommended, food sold in the café do not adhere to smart snack guidelines.
4. If our healthy team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

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>

Our school will be eligible in 5 out of 6 modules for bronze recognition by April 2019 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

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

☐ Choose Strategy

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Continue the Healthy School Team made up of a minimum of four individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Café Manager, Parent and Student.	Wellness Champion	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 2019
Complete the SMART Snacks Program Assessment	Café Manager	September 2019
Development and implement Healthy School Program Action Plan	Healthy School Team	October 2018- April 2019
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School Team	Complete by April 2, 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   ☒ Other

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 Teams	☒ Other ☐ Priority 2 ☐ Priority 3
Healthy Schools Program Training Component # 19534	Healthy School Teams	☒ Other ☐ Priority 2 ☐ Priority 3
Healthy Schools Program Training Component # 19549	Healthy School Teams	☐ Other ☐ 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 Reading: 18.9% and Math: 34.6%, as evidenced in FSA Reading and Math Scores.
2. We expect our performance level to be 62% by FSA 2019.
3. The problem/gap is occurring because of the lack of culturally infused curriculum.
4. If we were to increase the use of culturally infused curriculum, we will see a reduction in student discipline and a significant increase in student achievement.
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 increasing proficiency will increase from 18.9% in reading and 34.6% in math to 62% in both content areas, as measured by FSA.

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

BTG Area	Strategies	Expected Impact and Results
Student Achievement	☒ 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. ☐ Support teachers by providing professional development on building relationships and sharing student data with black families.	• Teachers will gain a deeper understanding of culturally relevant strategies along with implementing them in their daily routines. • Monthly CRT embedded into PD by leadership
Student Discipline	☒ 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. ☒ Check In Check Out/Mentoring Adult /Peer	• Expected impact is reduction of ODR's by 10% (17/18 year- 96 total) • Expected impact for SEL- Student ownership /reflection on behaviors • Reduction of ODR's for our L-35, Tier 2/3 plans
ESE Identification	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Minority Hiring	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•

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?
Student Discipline: Comprise List current L-35 Tier2/3 plans	Evancho/Ryan	August 17
List of current students with Mentors	Evancho/Hawkins	August 31
Provide SEL/Avid lessons/strategies	Howle/Evancho	Weekly

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
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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 31.4% in math and 9.6% in reading, as evidenced in FSA.
2. We expect our performance level to be 45% in reading and 62% in math by FSA 2019.
3. The problem/gap is occurring because of the lack of professional development for teachers and differentiation corrective teaching for ESE students.
4. If additional professional development would occur, the problem would be reduced by 31% in math and 35% in ELA.

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 increasing proficiency will increase from Math: 31.4% and Reading: 9.6% to 62% in math and 62% in reading, as measured by 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 Students receiving ESE services will have their instruction differentiated based on needs written in IEP, data mining and teacher observation. Students will be monitored biweekly based on progressed towards their goals as well as closing of any achievement gaps and monitored on school data tracker.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.	ESE team, classroom teachers, and administration	weekly
Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.	ESE team, classroom teachers, and administration	Daily
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE team, classroom teachers, and administration	Daily
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	ESE team and Assistant Principal	Yearly

2. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): ☐ Priority 1 ☐ Priority 2 ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Corrective Teaching	**All teachers**	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data Mining – Differentiated Instruction based on needs	**ESE & Classroom Teachers**	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practices	**All Instructional Staff**	☒ 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 <u>performance</u> is <u>math: 31.3% reading 30%</u>, as evidenced in <u>FSA</u>.
2. We expect our performance level to be <u>math: 63% and reading 45%</u> by <u>FSA 2019.</u>
3. The problem/gap is occurring because <u>of the lack of culturally infused curriculum</u>.
4. If <u>culturally infused curriculum adoption</u> would occur, the problem would be reduced by <u>30% in math and 35% in reading</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 ELL students achieving ELA proficiency will increase from 31% to 63% as measured by FSA math and 9 % to 45% FSA ELA in 2018-19.

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

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. Ensure awareness of teachers who are still working on obtaining ESOL endorsement/certification and provide supports so in-process teachers have strategies to support students as they complete their coursework	Administration	Ongoing
1. Articulate the process and procedures for scheduling EL students in clusters to maximize instructional support and ensure all teachers are aware of the EL students in their classes	ELL team and Assistant Principal	Yearly
1. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.	ELL team and classroom teachers	Yearly
1. Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas.	Administration	Ongoing
2. Plan for meaningful communication with families via the website, newsletter, parent letters, etc. and ensure communication is available in languages spoken by ELs.	Teachers and administration	Monthly
2. Ensure language needs of EL families are considered for all academic and engagement events.	Teachers and administration	Monthly

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
Culturally Responsive Instruction	**All classroom teachers, EL teachers**	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Pinellas Vocabulary Project- Academic Vocabulary Instruction	**All classroom teachers, EL teachers**	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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 math: M - 52.3% F - 46.5% and reading: M – 28.2% F – 36.1%, as evidenced in FSA.
2. We expect our performance level to be 62% by FSA 2019.
3. The problem/gap is occurring because of the lack of interest for boys with reading books and for girls with confidence and participation during math discussions.
4. If more strategic partnerships and using better talk moves during instruction would occur, the problem would be reduced by 10% males in math, 15% females in math and 33% males in reading and 26% females in reading..

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 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.*
   Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions

☐ Invest in the building of high expectations and growth mindset.

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

☐ 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?
1. High expectations are communicated to students on a daily basis.	All staff	Daily
1. Girls are regularly recognized for effort and risk-taking.	All staff	Daily
2. Lessons regularly reflect the range of student interests represented in the classroom.	All staff	Daily

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
Boys Study	**All staff**	☐ 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.	• Update school website • Newsletter	• Media tech • Community Liaison	• Monthly
2. Provide academic tools to families in support of their students' achievement at home.	• Family Nights	• All staff	• Monthly
3. Purposefully involve families with opportunities for them to advocate for their students.	• SAC • Muffins with Moms • Donuts with Dads • Open House & Meet the Teacher • Conference Nights	• All staff	• SAC monthly • Yearly
4. Intentionally build positive relationships with families and community partners.	• Meet the Teacher • Family Nights • Cultural Fair	• All staff	• Daily with quarterly events

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
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Carollaine	Robinson	White	Principal
Michael	Feeney	White	Principal
Stephanie	Shuerger	White	Teacher
Deputy	Juardo	Hispanic	Business/Community
Gnanum	Muthukuran	Other	Parent
Alma	Hernandez	Hispanic	Parent
Lizbeth	Lopez	Hispanic	Parent
Denise	Cochran	White	Business/Community
Margo	Evancho	White	Teacher
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

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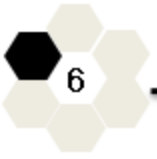
BUDGET / SIP FUNDS

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

Budget Categories	Amount
1. **Academic Support**	**$ $23,481**
Module Roll out, Instructional guides, Professional Development	$3481.00]
Classroom Teachers- 2018-19	$20,000
2. **Behavioral Support**	$ Click or tap here to enter text.
Incentives	
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	$
Supplies, copies	[Insert Amount]
[Insert materials on a separate row]	[Insert Amount]
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	$
Conference fees, travel expenses	[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.)*	$
Conferences	[Insert Amount]
[Describe categories on a separate row]	[Insert Amount]
6. **Other** *(please list below)*	$ $
Support Staff- one teacher	[Insert Amount]

[Describe each on a separate row]	[Insert Amount]
TOTAL $ **$23,691**	