School Improvement Plan
SY 2018-19

DOUGLAS L. JAMERSON JR. ELEMENTARY

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

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Continuous Improvement

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

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

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

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

⬡ **A. Vision and Direction**

School Profile

Principal:	Brandie Williams-Macon	SAC Chair:	Christopher Henderson

School Vision	Engineering innovative thinkers for global success

School Mission	Provide a diverse and caring learning environment with highly qualified teachers, unique family and community partnerships, and distinct engineering curriculum that promotes productive citizenship and highest student achievement.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
586	16	251	41	34	244	0

School Grade	2018: B	2017: B	2016: A	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	63	62	76	75	73	65						
Learning Gains All	56	52	70	58								
Learning Gains L25%	32	25	47	44								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Brandie	Williams-Macon	FT	4-10 years
Equity Champion	Nicole	Rayfied	FT	4-10 years
ESE	Ernest	Schneider	FT	11-20 years
ELL	Dina	Flynt	FT	1-3 years
Climate and Culture	Dina	Flynt	FT	1-3 years
Assistant Principal	Stephanie	Blackman	FT	1-3 years
Magnet Coordinator	Deborah	O'Hare	FT	11-20 years
STEM Coordinator	Nichole	LeGrant	FT	4-10 years
Equity Champion	Latrisha	Ulasi	FT	1-3 years
Total Instructional Staff:	8		Total Support Staff:	0

⬡ **B. Improvement Priorities**

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

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

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1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in ELA and mathematics will increase from 63% and 76% proficiency respectively to 70% and 85% proficiency respectively.

2. Priority 2: Equity

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support equity , then the percent of all students making learning gains in ELA and mathematics will increase from 56% and 70% respectively to 62% and 77% respectively.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students making learning gains in L25 ELA and mathematics/achieving proficiency in ELA and mathematics will increase from 32% and 47% proficiency respectively to 50% and 55% proficiency respectively.

⬡ **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 student achievement to promote growth	• Data collection and analysis • Prep PLC agendas	School Counselor/ MTSS	School Counselor/MTSS coordinator, Team Leaders	1st and 3rd Wednesday	• Agendas • Meeting Minutes
2.	Tier 3 Problem-solving Team	All Priorities	Monitor student achievement to promote student growth	• Data collection and analysis	School Counselor/ Psychologist	School Counselor, Psychologist, Social Worker, Administration	1st and 3rd Wednesday	• Agendas • Meeting Minutes
3.	Equity Team	Priority 2	To ensure every scholar receives differentiated instruction to meet their needs	• Providing staff professional development	RP Team, Equity with Excellence Team	Instructional Staff	Quarterly	• Use of common language • Use of strategies in classrooms
4.	Child Study Team	Priority 1 and 2	To ensure scholars can learn	• Conversations with teachers and families to	Administrative Team	Social Worker, Attendance Specialist,	2nd and 4th Wednesday	• Meeting minutes • Increased attendance rates as

	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
				ensure minimal loss of instructional time		DMT, Administrative Team		evidenced through school profiles
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	To disseminate information from leadership meetings and act as a liaison between grade level teachers and administration	• Through collaboration	Grade Level Leaders	Grade Level Leaders/Teams	Weekly	• PLC Minutes
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 high-yield strategies are being implemented to achieve learning gains	• Data analysis and collaboration	ELA SIP Goal Manager	ELA SIP Goal Team	Quarterly	• Meeting Notes • PD Schedule
7.	PBIS Team	Priority 2	To reduce negative student behaviors to achieve academic success	• Through collaboration	PBIS SIP Goal Leader	PBIS Team	Quarterly	• Meeting Notes • PD Schedule
8.	Family Engagement Team	Priority 1 and 2	To actively engage families in their child's education to provide a positive a home-school connection	• Communicating with families regularly	Family Community Liaison	Administration, Magnet Coordinator, Family Community Liaison, STEM Coach	Weekly	• Increased family engagement

2 Conditions for Learning

Goals

Instructions

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

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

REFLECTION: Review your data, and work though the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measurable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is <u>164 total referrals</u>. We expect our performance level to be <u>82 referrals total</u> by <u>May, 2019.</u>
2. The problem/gap in behavior performance is occurring because <u>lack of culturally relevant teaching strategies</u>.
3. If <u>culturally relevant teaching strategies</u> would occur, the problem would be reduced by <u>half</u>, as evidenced by <u>a decrease in the number of reported behavior incidents.</u> . (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by <u>October, 2018</u>.

5.   SMART GOAL:

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

The <u>number</u> of <u>black</u> students <u>receiving discipline referrals</u> will <u>decrease</u> from <u>51</u> to <u>25</u>, as measured by discipline 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.

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

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

☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Jessica Wagner • Dina Flynt • Brandi Williams-Macon • Stephanie Blackman	• June 25-26
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Dina Flynt	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Jessica Wagner • Dina Flynt • Brandie Williams-Macon • Stephanie Blackman	• August
Conduct learning opportunities.	• Jessica Wagner	• Ongoing

	• David Kincaid • Charmion Breeding	
Monitor and support staff for implementation with fidelity.	• Jessica Wagner • Dina Flynt • Brandie Williams-Macon • Stephanie Blackman	• Ongoing
Review student and teacher data on weekly basis for trends and next steps.	• Classroom Teachers	• Ongoing
Update school-wide plan monthly. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	Amber Robinson, Nichole LeGrant, Katie Tinter, Jessica Wagner, Latrisha Ulasi, Rafael Robinson, Marie Brown, Nicole Rayfield, Tiffany Murray, Todd Hickman, Ernie Schneider, David Kincaid Laura Irmis, Dina Flynt	• Ongoing

8.   MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
6 hours of Restorative Practices training for all instructional staff	All instructional staff 52	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Culturally relevant teaching strategies will occur in staff trainings	Classroom Teachers 2 Behavior specialists	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Continued implementation of Restorative Practices	Administration 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Monthly classroom guidance lessons	Guidance Counselor 1	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is <u>96.5%</u>. We expect our performance level to be <u>100%</u> by <u>May, 2019.</u>
2. The problem/gap in attendance is occurring because <u>lack of document home/school communication immediately following an absence</u>.
3. If <u>immediate communication after an absence</u> would occur, the problem would be reduced by <u>3.5%</u>.
4. We will analyze and review our data for effective implementation of our strategies by <u>December, 2018</u>.

5. **SMART GOAL:**

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

The <u>percent</u> of <u>all</u> students <u>missing more than 10% of school</u> will <u>decrease</u> from <u>3.5%</u> to <u>0%</u>, as measured by <u>attendance dashboard data</u>.

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

☒ Initial teacher communication after 3 absences including documentation

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

☒ Weekly administrative phone calls to all families

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

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-school attendance training	Administration	☒ 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 63%, as evidenced in the Florida Standards Assessment.
2. We expect our performance level to be 70% in reading proficiency by May, 2019.
3. The problem/gap is occurring because children are lacking the necessary skills to successfully master grade level concepts.
4. If effective reading instruction and interventions would occur, the problem would be reduced by 10%.

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 reading proficiency will increase from 63% to 70% , as measured by the Florida Standards Assessment. The percent of L25 students achieving a learning gain will increase from 32% to 50%, as measured by the Florida Standards Assessment.

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

☒ Intensive interventions will be implemented by certified staff

☒ Strengthen staff ability to engage students in complex tasks.

☒ 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.

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

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Instructional staff will attend embedded ELA trainings offered by the district.	District	Ongoing
Teaching partners will lead Tier 1 interventions while classroom teachers lead Tier 2 and Tier 3 interventions.	Administration	Ongoing
Data champions will facilitate PLCs in disaggregating grade level data.	Data Champions	Ongoing
Administration will disaggregate data (Istation, common assessments, MAP, FSA, etc…) to identify areas of improvement.	Administration	Ongoing
SBLT members will use data to determine which students need interventions and what interventions would be most beneficial to help those students reach success.	SBLT	Ongoing
Teachers will use data to plan instruction that is differentiated to increase student performance.	Classroom Teachers	Ongoing

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

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Grade level and whole group professional learning communities which include opportunities for data analysis and Multi-Tiered Systems of Support.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Grade level planning will occur to emphasize the importance of collaboration among other educators.	All instructional staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Instructional staff will participate in peer observations to learn from one another's teaching styles while also receiving constructive criticism to improve their own practice.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 76%, as evidenced in the Florida Standards Assessment.
2. We expect our performance level to be 85% by May, 2019.
3. The problem/gap is occurring because students do not have the necessary skills to successfully analyze and solve problems.
4. If effective problem-solving strategies and interventions would occur, the problem would be reduced by 10%.

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 mathematics proficiency will increase from 76% to 85%, as measured by the Florida Standards Assessment.

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

☒ Strengthen staff ability to engage students in complex tasks.

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

☒ 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.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Participation in the Mathematics Leadership Team Institute to build teacher capacity	Montoya, Ulasi, Brown, Rayfield/Administration	Ongoing
Data champions will assist in data analysis to ensure scholars requiring intensive interventions are identified and supported.	Data champions	Ongoing
The STEAM coach will provide small group instruction to support teachers in supporting struggling learners.	STEAM coach	Ongoing

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

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Grade level and whole group professional learning communities which include opportunities for data analysis and Multi-Tiered Systems of Support.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Grade level planning will occur to emphasize the importance of collaboration among other educators.	All instructional staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Instructional staff will participate in peer observations to learn from one another's teaching styles while also receiving constructive criticism to improve their own practice.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 73%, as evidenced in the Florida Standards Assessment.
2. We expect our performance level to be 80% by May, 2019.
3. The problem/gap is occurring because students lack a deep understanding of science based vocabulary.
4. If effective vocabulary instruction would occur, the problem would be reduced by 10%.

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 73% to 80%, as measured by the Florida Standards Assessment.

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

☒ Strengthen staff ability to engage students in complex tasks.

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

☒ 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.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
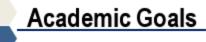
7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
The STEAM coach will provide professional development in science to build teacher capacity.	STEAM Coach	Ongoing
The STEAM coach will provide small group instruction to support teachers in supporting struggling learners.	STEAM Coach	Ongoing
Data champions will assist in data analysis to ensure scholars requiring intensive interventions are identified and supported.	Data champions	Ongoing

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

    ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
The STEAM coach will provide professional development in science to build teacher capacity.	All instructional staff/STEAM coach	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Grade level and whole group professional learning communities which include opportunities for data analysis and Multi-Tiered Systems of Support.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Instructional staff will participate in peer observations to learn from one another's teaching styles while also receiving constructive criticism to improve their own practice.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Grade level planning will occur to emphasize the importance of collaboration among other educators.	All instructional staff	☒ 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 3 out of 6, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for gold by April 2019.
3. The problem/gap is occurring because lack of physical activity beyond recommended # of minutes.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced by having a greater opportunity to be eligible for recognition.

5. **SMART GOALS:**

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student	Principal	August 2018
Attend district-supported professional development	Healthy School Team	August 018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018-September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and implement Healthy School Program Action Plan	Healthy School Team	October 2018-April 2019
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School Team	Complete by April 1, 2019

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

   ☐ Priority 1   ☐ Priority 2   ☐ Priority 3   X Other

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Team C: Developing and Implementing Action Plan Component #20538	Healthy School Team Members	
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 21% performing at Level 1, as evidenced in the Florida Standards Assessment.
2. We expect our performance level to be 14% or less performing at Level 1 by May, 2019.
3. The problem/gap is occurring because students lack the skills necessary to master grade level content.
4. If effective intensive interventions would occur, the problem would be reduced by 33%.

5. **SMART GOALS:**

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

The percent of all students achieving a Level 1 will decrease from 21% to 14%, as measured by the Florida Standards Assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ 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.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide intensive interventions during the school day through differentiated instruction	Classroom Teacher	Ongoing
Provide remediation reading through extended learning opportunities outside of the school day	Administration	Ongoing
Provide remediation of math through extended learning opportunities out of the school day	Administration	Ongoing

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

☐ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Instructional staff will attend embedded ELA trainings offered by the district.	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Grade level and whole group professional learning communities which include opportunities for data analysis and Multi-Tiered Systems of Support.	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

G. STEAM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>120</u>, as evidenced in <u>attendance records</u>.
2. We expect our performance level to be <u>200 participants</u> by <u>May, 2019.</u>
3. The problem/gap is occurring because <u>transportation and other conflicts</u>.
4. If <u>specified tutoring days for each program</u> would occur, the problem would be reduced by <u>increased attendance</u>.

5. **SMART GOALS:**

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

The <u>number</u> of <u>all</u> students <u>participating in STEAM related afterschool clubs</u> will <u>increase</u> from <u>120</u> to <u>200</u>, as measured by <u>club enrollment</u>.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Identify scholars who would benefit from enrichment opportunities
☒ Implement coding and STEAM afterschool enrichment opportunities
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use FSA data to identify scholars who would benefit from enrichment opportunities	Administration	August
Implement coding enrichment opportunities after school	STEAM Coach	Ongoing
Implement STEAM after school enrichment opportunities	STEAM Coach	Ongoing

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Coding instructor will participate in a Code.org professional development	Coding Instructor	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
STEAM Academy instructor will participate in STEAM Academy district trainings	STEAM Academy	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>39% of our African American students scored a level 3 or higher on ELA and 50% of our African American students scored a level 3 or higher on mathematics</u>, as evidenced in <u>the Florida Standards Assessment</u>.

2. We expect our performance level to be <u>70% proficiency on ELA and 85% proficient on mathematics</u> by <u>May, 2019.</u>

3. The problem/gap is occurring because <u>lack of culturally relevant teachings strategies being implemented</u>.

4. If <u>effective intensive interventions</u> would occur, the problem would be reduced by <u>100%</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 proficient in ELA will increase from 40% of students scoring level 3 or higher to 75% proficient, as measured by the Florida Standards Assessment.

The percent of black students proficient in Mathematics will increase from 52% of students scoring level 3 or higher to 85% proficient, as measured by the Florida Standards Assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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. ☐ Choose Strategy ☐ Choose Strategy	• 5th grade students graduating from elementary school will be on track for graduation
Student Achievement	☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☒ 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. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	• An increased percentage of black students that reach proficiency in ELA and math according to MAP, Istation, and 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.	• Increased in the number of black students identified for gifted

	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☐ Choose Strategy	• Increase in the number of black students receiving enrichment and remediation through ELP
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	• A decreased percentage of black students receiving discipline referrals
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification.	• Early interventions will enable students to reach academic success
Minority Hiring	☒ Utilize supports from district office to support the recruitment and retention of black applicants. ☒ Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.	• By the staff representing the school diversity more closely and being culturally responsive, the achievement gap will narrow

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

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Provide professional development including Restorative Practices, Equity with Excellence, AVID CRT, etc…	Administration	Ongoing
Use FSA data to identify scholars who would benefit from extended learning opportunities	Administration	Ongoing
Monitor the progress of the implementation of culturally responsive teaching strategies and extended learning opportunities	Administration	Ongoing

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**
Instructional staff will receive training opportunities to identify and practice the implementation of culturally responsive teaching strategies.	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data champions will assist in data analysis to ensure scholars requiring intensive interventions are identified and supported.	Data champions Instructional Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Instructional staff will receive ongoing professional development on Restorative Practices	RP Team	☒ 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 20% of our ESE students are scoring level 3 or higher, as evidenced in the Florida Standards Assessment.
2. We expect our performance level to be 70% by May, 2019.
3. The problem/gap is occurring because students lack the skills necessary to meet grade level expectations.
4. If effective intense interventions would occur, the problem would be reduced by 50%.

5. **SMART GOALS:**

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

The percent of ESE students achieving ELA proficiency will increase from 20% scoring level 3 or higher to 70% scoring level 3 or higher, as measured by the Florida Standards Assessment.

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

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

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

☒ Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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?
Identify academic and behavior issues early	Classroom teachers	Ongoing
implement early academic and behavior interventions	Classroom teachers	Ongoing
Implement iSpire	ESE teachers	Ongoing
Monitor the IEP to ensure the intervention is meeting IEP goals	ESE teachers	Ongoing

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
Ensure resource providers have the most updated training on the interventions used for instruction	Interventionists	☒ 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 <u>59% of our male students are scoring level 3 or higher in ELA and 79% of male students are scoring 3 or higher in math</u> , as evidenced on <u>the FSA in ELA as compared to 69% of the girls in ELA and 79% of the girls in math</u>.

2. We expect our performance level to be <u>70% in ELA and 85% in math</u> by <u>May, 2019.</u>

3. The problem/gap is occurring because <u>a lack of teaching strategies to positively impact the learning or male students</u>.

4. If <u>effective teaching strategies</u> would occur, the problem would be reduced by <u>11%</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 male students achieving proficiency in math and ELA will increase from 59% in ELA and 79% in math to 70% in ELA and 85% in math, as measured by the Measures of Academic Progress Assessment.

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

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

☒ Teachers utilize culturally relevant teaching.

☒ Enhance opportunities for Voice & Choice.

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?	WHEN is it occurring?
Instructional staff will participate in a training on teaching and learning expectations	Administration	August-Ongoing
Instructional staff will participate in training on culturally relevant teaching strategies	RP Team	Ongoing
Instructional staff will participate in a training on Voice and Choice	Administration	First Quarter

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
Instructional staff will participate in a training on teaching and learning expectations	Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Instructional staff will participate in training on culturally relevant teaching strategies	Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Instructional staff will participate in a training on Voice and Choice	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 71%, as evidenced in the Florida Standards Assessment.
2. We expect our performance level to be 85% by May, 2019.
3. The problem/gap is occurring because students are not being challenged to their independent level.
4. If higher order thinking opportunities would occur, the problem would be reduced by increased achievement scores.

5. **SMART GOALS:**

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

The percent of gifted students achieving 4s and 5s on the FSA will increase from 71% to 85%, as measured by the Florida Standards Assessment.

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

☒ Strengthen staff ability to engage students in complex tasks.

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

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Identify cognitively complex tasks and engage students in them	Gifted and Classroom Teachers	Ongoing
Identify students who are making minimal growth throughout the year	Gifted and Classroom Teachers	Ongoing
Provide extended learning opportunities to move students to the next level	Gifted and Classroom Teachers	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 (number and job titles)	Priority Alignment
District led professional development opportunities	Gifted Teachers/Classroom Teachers	☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:
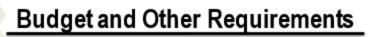List the specific strategies your school uses to build relationships with families and the community.

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.	• Weekly phone calls • Parent-teacher conferences • Monthly newsletters • Monthly SAC Meetings	• Administration • Classroom teachers • Classroom teachers • Administration	• Ongoing • Ongoing • Ongoing • Ongoing
2. Provide new academic tools to families in support of their students' achievement at home.	• Jamerson 101 • Online Clever access • Weekly phone calls • Monthly newsletters	• Administration • Classroom teachers • Administration • Classroom teachers	• August • Ongoing • Ongoing • Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	• Parent-teacher conferences • SAC Meetings • PTA Meetings	• Classroom teachers • Administration • PTA President	• Ongoing • Ongoing • Ongoing
4. Intentionally build positive relationships with families and community partners.	• Expo Nights • SAC Meetings • Volunteer Opportunities	• Magnet Coordinator • Administration • Family and community liaison	• Fall/Spring • Ongoing • Ongoing

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
Jamerson 101 Parent Training	Administration, Parents	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Open House/Meet the Teacher	Administration, Classroom Teachers	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Share district trainings with staff including Gamily Friendly Schools, Collaborating for Success, and Dual Capacity Family.	Select staff	☐ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Brandie	Williams-Macon	Black	Principal
Stephanie	Blackman	White	Other Instructional Employee
Christopher	Henderson	Black	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		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):

Recruitment

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**	$ **[Insert amount for category]**
Intermediate Book Clubs	$500
Click or tap here to enter text.	Click or tap here to enter text.
2. **Behavioral Support**	$ **[Insert amount for category]**
Bullying Prevention Program	$750
[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]**
Professional Book Studies	$500
Lesson Study	$500
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 $ **[$2250]**	