School Improvement Plan
SY 2018-19

KINGS HIGHWAY ELEMENTARY MAGNET 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:	Garyn Boyd-Reniger	SAC Chair:	Susan Harrison

School Vision	The Vision of Kings Highway Elementary Magnet School is 100% Student Success- WE will create a Pre K-5 school that is highly regarded for its academic excellence, and for its contribution in actively serving the community in which it operates.

School Mission	The mission of **Kings Highway** is that 100% of our students have at least one year's growth in all academic areas.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
390	9	162	119	26	73	1

School Grade	2018: C	2017: C	2016: C	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	46	43	60	50	50	42						
Learning Gains All	52	45	48	58								
Learning Gains L25%	47	29	39	29								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Garyn	Boyd-Reniger	FT	4-10 years
Equity Champion	Jerilyn / Melody	Brown / Park	FT	1-3 years
ESE	Jeb	Yates	FT	Less than 1 year
ELL	Guadalupe	Tellez-Vazquez	FT	4-10 years
Climate and Culture	Jennifer	Blunier	FT	1-3 years
Assistant Principal	Randria	Williams	FT	Less than 1 year
MTSS Coach	Nina	Krach	FT	4-10 years
Total Instructional Staff:	34		Total Support Staff:	24

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 <u>standards-based instruction,</u> then the <u>percent</u> of <u>all</u> students <u>achieving proficiency</u> will <u>increase</u> from <u>77%</u> to <u>89%</u>.

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1. Priority 1: Student-Centered with Rigor
Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency will increase from 41% to 51% on ELA / FSA.

2. Priority 2: Culturally Relevant Teaching
Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of black students achieving proficiency will increase from 37% to 47%

3. Priority 3: Consistent Use of Data to Drive Decisions
Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support : Consistent Use of Data to Drive Decisions , then the percent of all students making learning gains will increase from 48% to 62% Math FSA.

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 to increase student FSA proficiency to reach the mission of one year's growth for all students*	Data Driven Problem Solving using: ISM data, Bi-weekly assessments, iSIP, MAPS, Learning Walks Data, Sharing PLC Notes from weekly PLC, iObservation Data,Fidelity Checks, & Teacher Input Put plan in place, share plan, monitor the plan, and revise plan as needed	Principal	AP, MTSS Coach, School Psychologist, Social Worker, Primary Rep, Intermediate Rep, ESE Rep	Weekly 1:00-2:30	• Weekly SBLT Notes • *Lesson plans aligned to standards, with targets and performance scales,* •
2.	Tier 3 Problem-solving Team	Priority 3	Increase Student Learning Gains with the goal to get to proficiency-close the learning gaps	Meeting with parents, keep notes, keep ongoing progress monitoring data and graphs	MTSS Coach / School Psychologist	AP, MTSS Coach, School Psychologist, Social Worker, Primary Rep, Intermediate Rep, ESE Rep	Weekly 1:00-2:30	• Lesson plans aligned to differentiated student needs • Ongoing progress monitoring data • Fidelity Checks

	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
4.	Child Study Team	All Priorities	To maintain GOOD attendance	Keep ongoing Problem Solving Data Sheet and send to district	School Social Worker	School Social Worker and Principal	Bi-weekly 1:30-2:30	• Weekly minutes / notes • Ongoing problem solving sheet based on student attendance data
4.	Magnet School Team	All Priorities	To SCREAM our THEME	During learning walks, after school PLC sharing times, by starting this year with a teacher as part time magnet coordinator	Michelle Davenport, Teacher	One person from each grade level, specialists, administration	Bi-Weekly at after school PLC weekly 3:00-4:30	• PLC minutes / notes • Lesson plans of STEAM activities • STEAM projects twice during the year
5.	PBIS Team	All Priorities	To implement Restorative Practices school wide	During preschool and then monthly meetings	Jen Blunier, Train the Trainer	Train the Trainer, administration and MTSS coach, one representative from primary and one from intermediate	Starts with Pre-school then after school training during the school year and reinforced during after school PLC weekly 3:00-4:30	• PLC minutes / notes • Learning Walks data • Observation data • Referral data
6.	AVID Site Team	All Priorities	To implement AVID strategies and growth mindset school wide	During preschool and then monthly meetings	Garyn Boyd, Principal	AP, MTSS Coach, one representative from primary and one from intermediate	Monthly after school	• AVID notebook check rubric data • AVID site rubric

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 23 behavior referrals for striking a student. We expect our performance level to be 12 referrals for striking a student by end of the 2018-19 school year.
2. The problem/gap in behavior performance is occurring because we lack strategies to change this behavior.
3. If implementation of restorative practices would occur, the problem would be reduced by developing student relational skills within a community as evidenced by restorative practices research from IIRP.
4. We will analyze and review our data for effective implementation of our strategies by conducting monthly PBIS meetings.

5. **SMART GOAL:**

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

The number of all students earning a referral for striking a student will decrease from 23 to 12, as measured by behavior referrals.

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.

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	• Principal-Garyn Boyd-Reniger • MTSS Coach- Nina Krach • Assistant Principal-Randria Williams • Train the trainer- Jen Blunier	Summer July 9 and 10th, 2018 Pre-Preschool-8-1-18 Preschool-8-10-18 After school during the school year-Wednesdays from 3:00-4:30
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Principal	June 11-13th 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Principal-Garyn Boyd-Reniger • MTSS Coach- Nina Krach • Assistant Principal-Randria Williams	July 9th and 10th, 2018

	• Train the trainer- Jen Blunier	
Conduct learning opportunities.	• Principal-Garyn Boyd-Reniger • MTSS Coach- Nina Krach • Assistant Principal- Randria Williams • Train the trainer- Jen Blunier • Jeb yates- Behavior Specialist	Monthly at after school PLC, Wednesdays from 3:00-4:30
Monitor and support staff for implementation with fidelity.	• Principal-Garyn Boyd-Reniger • Assistant Principal- Randria Williams • Jeb yates- Behavior Specialist	Learning Walks monthly Observations Walkthroughs SBLT meetings- Weekly- Wednesdays 1:00-2:30
Review student and teacher data on bi-weekly basis for trends and next steps and collect input from faculty regarding PBIS	• Principal-Garyn Boyd-Reniger • MTSS Coach- Nina Krach • Assistant Principal- Randria Williams • Train the trainer- Jen Blunier • Jeb yates- Behavior Specialist	SBLT meetings- Weekly- Wednesdays 1:00-2:30 Monthly at after school PLC, Wednesdays from 3:00-4:30
Explicitly teach Restorative Practice skills multiple times through the year as it relates to our 7 Habits.	• Jen Blunier • Classroom Teachers • Jeb yates- Behavior Specialist	Monthly at after school PLC, Wednesdays from 3:00-4:30
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Principal-Garyn Boyd-Reniger • MTSS Coach- Nina Krach	SBLT meetings- Weekly- Wednesdays 1:00-2:30

	· Assistant Principal- Randria Williams · Train the trainer- Jen Blunier ·	

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice Training	34- All Instructional Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Implementing Restorative Circles	28- All Classroom Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
ESE Inclusion Training	28- All Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Cultural Responsive	34- All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 9% of students have ten or more absences. We expect our performance level to be 7% by the end of the 2018-19 school year.
2. The problem/gap in attendance is occurring because some of our families are not reporting their students absence as excused.
3. If (communicate to families the variety of ways to excuse an absence would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by personally talking to parents of students with 5 or more absences at any given time within the school year.

5. SMART GOAL:

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

The percent of all students fewer than ten absences in a school year will decrease from 9% to 7%, as measured by Attendance Data.

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

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

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

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

WHAT 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.	School Social Worker, Data Prep, and Principal	Pre-School
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	School Social Worker and Principal	August / September
Develop and implement attendance incentive programs and competitions.	School Social Worker and Principal	August / September
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	School Social Worker and Principal	Ongoing
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	School Social Worker and Principal	CST Meetings / biweekly / Tuesdays 1:30-2:30
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	School Social Worker and Principal	CST Meetings / biweekly / Tuesdays 1:30-2:30
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Principal	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
Restorative Practice	All Instructional Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Data Chats are ongoing and Process Reminders in Preschool	All Instructional Staff	☐ 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 46% Proficient, as evidenced in FSA.
2. We expect our performance level to be 57% Proficient by the end of the 2018-19 school year.
3. The problem/gap is occurring because We haven't learned exactly how to decrease the gap for all children YET.
4. If student centered with rigor would occur, the problem would be reduced by 9%.

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 ELA Proficiency will increase from 46% to 57%, as measured by FSA.

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

☒ 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.

☐ 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?
PD on what standards based complex tasks look like at each grade level and how to plan for them	Garyn Boyd, Principal Randria Williams, Assistant Principal	Weekly after school PLC from 3:00-4:30
Put the complex task PD into action with District Coaching or school level teacher leader support during actual instruction	Garyn Boyd, Principal Randria Williams, Assistant Principal	Side by Side Coaching
Provide the opportunity for every teacher to observe complex task instruction	Garyn Boyd, Principal Randria Williams, Assistant Principal	Learning Walks and TDE's
Teachers and students regularly analyze tasks using standards-based rubrics to determine where students are in relation to the standard	Garyn Boyd, Principal Randria Williams, Assistant Principal	Bi-Weekly
Meet with every grade level team at least three times per year (more if possible) to dive deep into data and plan for differentiation to meet the needs of each and every student	Garyn Boyd, Principal Randria Williams, Assistant Principal	Grade Level Data Chats / Planning Sessions

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
Focused Marzano Model PD	36- Pre-K thru 5th grade classroom teachers, specialists, MTSS Coach, and administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Planning for Complex Tasks PD	32 Kindergarten thru 5th grade classroom teachers, specialist, MTSS Coach, and administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Ongoing PD on Jan Richardson Guided Reading at all levels to perfect our craft	30 Kindergarten thru 5th grade classroom teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 47% lowest quartile students learning gains, as evidenced in ELA- FSA.
2. We expect our performance level to be 52% by end of the 2018-19 school year.
3. The problem/gap is occurring because We haven't learned exactly how to decrease the gap for all children YET.
4. If consistent use of data to drive differentiated reading instruction would occur, the problem would be reduced by 3%.

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 in the lowest quartile making learning gains will increase from 47% to 50%, as measured by ELA- FSA.

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

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

☐

☒ Strengthen staff ability to engage students in complex tasks.

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?
Meet with every grade level team at least four times per year (more if possible) to dive deep into data and plan for differentiation to meet the needs of each and every student.	Garyn Boyd, Principal	During Grade level data chats- four times per year minimum
Facilitate teachers using bi-weekly assessments to develop fluid student groupings and appropriate intervention activities	Garyn Boyd, Principal Randria Williams, Assistant Principal	After school during weekly PLC 3:00-4:30
Provide teachers with PD on how to scaffold students using grade level reading materials	District Reading Coach Randria Williams, Assistant Principal Teacher Leaders	After school during weekly PLC 3:00-4:30 and during the school day- side by side coaching

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
Progression of lessons training that lead to more complex thinking talking and reading.	3rd thru 5th grade teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Use of Jan Richardson videos to fine tune teacher guided reading skills	1st thru 5th grade teachers	☒ 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 48% of our students made learning gains, as evidenced in FSA.
2. We expect our performance level to be 62% by the end of the 2018-19 school year.
3. The problem/gap is occurring because We haven't learned exactly how to decrease the gap for all children YET .
4. If consistent use of data to drive math instruction would occur, the problem would be reduced by 14% .

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 making learning gains will increase from 48% 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.)*

☒ 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.
☒ 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?
PD on what standards based complex tasks look like at each grade level and how to plan for them	Garyn Boyd, Principal	Weekly after school PLC from 3:00-4:30
Put the complex task PD into action with District Coaching or school level teacher leader support during actual instruction	Garyn Boyd, Principal	Side by Side Coaching
Provide the opportunity for every teacher to observe complex task instruction	Garyn Boyd, Principal	Learning Walks and TDE's
Meet with every grade level team at least three times per year (more if possible) to dive deep into data and plan for differentiation to meet the needs of each and every student	Garyn Boyd, Principal	Grade Level Data Chats / Planning Sessions

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
Focused Marzano Model PD	36- Pre-K thru 5th grade classroom teachers, specialists, MTSS Coach, and administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Planning for Complex Tasks PD	32 Kindergarten thru 5th grade classroom teachers, specialist, MTSS Coach, and administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Ongoing PD on differentiated math instruction at all levels to perfect our craft	30 Kindergarten thru 5th grade classroom 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 50% proficient, as evidenced in State Science Assessment.
2. We expect our performance level to be 60% by the end of the 2018-19 school year.
3. The problem/gap is occurring because students are entering 5th grade with a huge gap in their background knowledge of science standards.
4. If consistent science instruction with emphasis on science vocabulary 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 proficient in science will increase from 50% to 60%, as measured by Science FSA.

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

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

☐ Choose an item.

☐ 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?
Administration and district coach will work with teachers to narrow the focus (prioritize) of science instruction at each grade level based on student data and cross grade level articulation	32 Kindergarten thru 5th grade classroom teachers, specialist, MTSS Coach, and administrators	Grade level data chats and grade level PLC's
Reinforce key science vocabulary outside of science instruction	32 Kindergarten thru 5th grade classroom teachers, specialist, MTSS Coach, and administrators	ELA independent work times and at designated ipad time during student lunches

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
Data Chats	32 Kindergarten thru 5th grade classroom teachers, specialist, MTSS Coach, and administrators	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Grade level coaching with district science coach	First grade thru 5th grade teachers	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3 out of 6 modules in Silver, 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 Silver by end of 2018-19 school year.
3. The problem/gap is occurring because of fundraising options and 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, our school would have 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 3 out of 6 modules for silver recognition by the end of the 2018-2019 school year 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.)*

☐ Strengthen our schools ability to engage students in healthy life style activities and practices
☐ Strengthen our schools ability to engage students in healthy culturally responsive activities
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, and a Parent on PTA.	Principal	August 2018
Attend district- supported professional development	Wellness Champion	August 2018 –April 2019
Complete Healthy Schools Program Assessment	Healthy Schools 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 Schools Team	October 2018 –April 2019
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy Schools Team	Complete by April 1, 2019

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

☐ Priority 1   ☐ Priority 2   ☐ Priority 3   X Other Priority

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	☐Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	☐Other Priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	☐Other Priority

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

10. Our current level of performance is 39% lowest quartile students learning gains, as evidenced in Math FSA.

11. We expect our performance level to be 52% by end of the 2018-19 school year.

12. The problem/gap is occurring because We haven't learned exactly how to decrease the gap for all children YET.

13. If consistent use of data to drive differentiated math instruction would occur, the problem would be reduced by 13%.

14. 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 in the lowest quartile making learning gains will increase from 39% to 52%, as measured by Math FSA.

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

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

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

☐ Choose Strategy

16. 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?
Meet with every grade level team at least three times per year (more if possible) to dive deep into data and plan for differentiation to meet the needs of each and every student	Garyn Boyd, Principal	During Grade level data chats- four times per year minimum
Provide teachers with PD on how to scaffold students using grade level math activities	District Math Coach Teacher Leaders	After school during weekly PLC 3:00-4:30 and during the school day- side by side coaching

17. 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

18. 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
Specially designed PD for our teachers based on input from our Math Coach as well as the Math Supervisor	Kindergarten thru 5th grade classroom teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50% proficiency as evidenced in Science FSA.
2. We expect our performance level to be 60% by the end of the 2018-19 school year.
3. The problem/gap is occurring because students are entering 5ᵗʰ grade with a huge gap in their background knowledge of.
4. If Enhance staff capacity to identify critical content from the Standards in alignment with district resources would occur, the problem would be reduced by 10%.

5. **SMART GOALS:**

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

The percent of all students proficient students will increase from 50% to 60%, as measured by Science FSA.

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

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources e 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?
Maintain an after school STEM academy to increase access to STEM content for students	Debbie Rice, STEM teacher	Weekly after school during STEM club
Utilize a STEM inquiry project throughout the duration of the STEM academy to engage student in inquiry and engineering design to be displayed at the annual PCS STEM Expo (April 2019).	Debbie Rice, STEM teacher	Ongoing throughout the year to be ready for April 2019
Teachers monitor and provide feedback to students.	Debbie Rice, STEM teacher	Weekly after school during STEM club
Administrators monitor teacher practice and provide feedback to support teacher growth.	Randria Williams, Assistant Principal	At least monthly afterschool during STEM club

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**
Summer STEM academy	Debbie Rice, STEM teacher	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Summer STEM camp	Debbie Rice, STEM teacher	☐ 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 38% proficient , as evidenced in ELA FSA.
2. We expect our performance level to be 50% by end of the 2018-19 school year.
3. The problem/gap is occurring because as a school we are not differentiating instruction to the point of meeting Each and Every student YET.
4. If we use culturally relevant strategies within our standards based instruction , a greater percentage of our black students will reach grade level proficiency.
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 reading proficiently will increase from 38% to 50%, as measured by ELA 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
Graduation Rate	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
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. ☒ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. ☒ Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	We expect that a greater percentage of our AA students will meet grade level proficiency and a learning gain
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. ☒ Partner with families to monitor usage of digital resources that are provided beyond the school day. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	We expect that a greater number of our AA students will utilize our digital resources outside of the school day. We expect that a greater number of our AA students will attend our extended learning activities consistently.
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.	We expect that the number of AA referrals will decrease.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	We expect that our AA students who face many behavior challenges will find

	☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. ☐ Choose Strategy	successes in the general education classroom.
Minority Hiring	☒ Utilize supports from district office to support the recruitment and retention of black applicants. ☒ Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions PD and experiences. ☐ Choose Strategy	I expect to retain our AA teachers and when we have openings fill those positions with AA teachers / staff.

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?
Subscribe to and utilize the Flocabulary program	Randria Williams, Assistant Principal	August 2018
Continue with grade level data chats (MAPS, istation, bi-weekly assessments, etc.) specific to the progress monitoring of our AA students	Garyn Boyd, Principal Randria Williams, Assistant Principal Nina Krach, MTSS Coach	At least four times during the 2018-19 school year starting in Pre-school
Continue to monitor Culturally Response Instruct during our Learning Walks and add Restorative Practices / Circles to our Learning Walks	Garyn Boyd, Principal	Monthly starting at the end of August 2018
Track AA student attendance for extended learning activities, implement recruitment strategies, and reinforce participation	Randria Williams, Assistant Principal Jakena Gainey, Teacher / Promise Time Facilitator	Recruitment activities will start in August Reinforcement activities will be bi-weekly – weekly if needed Attendance will be tracked daily
Implement a reinforcement plan for AA students who utilize our digital learning resources outside the school day	Nina Krach, MTSS Coach	Bi-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
Culturally Response Instructional Strategies PD	Pre-K thru 5th grade classroom teacher, specialist, MTSS coach, administrators	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Restorative Practices PD	Pre-K thru 5th grade classroom teachers, specialist, MTSS Coach, administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
ESE Inclusion Training	K-5th classroom teachers, specialist, MTSS Coach, administrators	☒ 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 40% of our ESE students making a learning gain , as evidenced in ELA FSA.
2. We expect our performance level to be 52% by the end of the 2018-19 school year.
3. The problem/gap is occurring because We haven't learned exactly how to decrease the gap for all children YET..
4. If consistent use of data to drive differentiated instruction would occur, the problem would be reduced by 21%.

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 making a learning gain will increase from 40% to 52%, as measured by ELA FSA.

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

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

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use strand / standards based data from MAPS, FSA, iStation, and biweekly assessments to develop a plan (IEP) for each ESE student, conduct OPM for every student below grade level proficiency, and make changes to the plan as needed	Garyn Boyd, Principal Randria Williams, Assistant Principal Nina Krach, MTSS Coach Andrea Lilley, VE Resource Teacher	Starting in August during Pre-School then at least four times during the school year
Utilize culturally relevant instruction when planning and implementing lessons	Garyn Boyd, Principal Randria Williams, Assistant Principal Nina Krach, MTSS Coach Melody Park & Jerilyn Brown Equity Champions	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
ESE Inclusion Training	All Instructional Staff and Administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Planning for Complex Tasks PD	All Instructional Staff and Administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Culturally Responsive Instruction PD	All Instructional Staff and Administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PD from district for ESE intervention program new to our school	All ESE teachers in grade K-5th and MTSS Coach	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

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

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

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 20% proficiency, as evidenced in ELA / FSA.
2. We expect our performance level to be 42% by the end of the 2019-20 school year.
3. The problem/gap is occurring because We haven't learned exactly how to decrease the gap for all children YET.
4. If consistent use of data to drive differentiated instruction would occur, the problem would be reduced by 10%.

5. **SMART GOALS:**

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

The percent of ELL students scoring proficiently will increase from 20% to 42%, as measured by ELA / FSA, By the end of the 2019-20 school year.

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 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?
Utilize the gradual release model, inclusive of explicit and modeled instruction, guided practice with teacher support and feedback, opportunities for individual practice	K thru 5th classroom teachers and specialists	Ongoing
Utilize culturally relevant instruction when planning and implementing lessons	Garyn Boyd, Principal Randria Williams, Assistant Principal Nina Krach, MTSS Coach Melody Park & Jerilyn Brown Equity Champions	Ongoing
Conduct grade level data chats (FSA, MAPS, iStation, bi-weekly assessments) with specific emphasis on ELL student strand data	Garyn Boyd, Principal Randria Williams, Assistant Principal Nina Krach, MTSS Coach	Pre-School and then at least four times during the school year

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Responsive Instruction PD	All Instructional Staff and administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Side by Side coaching for Gradual Release model	K-5 classroom teachers, specialists, MTSS Coach, administrators	☒ 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 32% of our male students are proficient as compared to 56% of our female students, as evidenced in FSA / ELA.
2. We expect our performance level to be 52% by the end of the 2019-20 school year (2 years).
3. The problem/gap is occurring because lack of PD on the topic of successful instructional strategies for elementary males.
4. If deliberate / attentional focus would occur, the problem would be reduced by 20% over the next two years.

5. **SMART GOALS:**

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

The percent of male students scoring proficiently will increase from 32% to 56%, as measured by ELA / FSA.

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

☒ Teachers utilize culturally relevant teaching.
☒ Invest in the building of high expectations and growth mindset.
☒ Explicitly address the physiological development of boys.

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?
Intentionally plan for voice and choice, and movement during all academic subjects	All instructional staff	Starting in August during pre-school then ongoing
Implement and Reinforce AVID and 7 Habits goal setting, monitoring, and reinforcing	All instructional staff	Starting with 7 Habits Assembly the first week of school for students and then monthly
Provide teachers with PD on culturally relevant instruction / successful strategies for teaching boys	Garyn Boyd, Principal Randria Williams, Assistant Principal Nina Krach, MTSS Coach Melody Park & Jerilyn Brown Equity Champions	During Wednesday afterschool PLC from 3:00-4:30

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 PD	**All instructional staff, MTSS Coach, and administrators**	☐ 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.	Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade level standards). Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Dojo Parent/family meetings/webinars to communicate school and classroom processes and procedures.	Garyn Boyd-Reniger, Principal Randria Williams, Assistant Principal	At least three times per year to correlate with MAPS data
2. Provide academic tools to families in support of their students' achievement at home.	Streamline family engagement efforts that are result linked to learning, Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. Provide families/parents with academic tools/ resources on a regular basis	Garyn Boyd-Reniger, Principal Randria Williams, Assistant Principal Nina Krach, MTSS Coach	August / September At least three times per year At least monthly
3. Purposefully involve families with opportunities for them to advocate for their students.	Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy. Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.	Garyn Boyd-Reniger, Principal Randria Williams, Assistant Principal Latina Crittan, Social Worker Amy Baker, School Pshycologist	Monthly and ongoing
4. Intentionally build positive relationships with families and community partners.	Develop and implement activities to build respect and trust between home and school Conduct home visit to increase relationships between teacher and family/parent Increase positive interaction with parents/families on a regular basis.	Garyn Boyd-Reniger, Principal Randria Williams, Assistant Principal	Ongoing

	Utilize focus groups to gather parents and family input for development of school improvement.	Latina Crittan, Social Worker	

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**
Utilize the Classroom Family Engagement Rubric	All classroom teachers Pre-K thru 5th grade and specialists	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Grade Level Data Chats- work with each grade level to develop parent friendly data sharing tools to use after each MAPS assessment cycle and with iStation data	All classroom teachers K thru 5th grade	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Culturally Relevant Instruction PD	All classroom teachers Pre-K thru 5th grade and specialists	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Encourage teachers to take professional training through the district: High Impact Classroom, Family Friendly, Dual Capacity	All Instructional Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Susan	Harrison	White	Business/Community
Sandra	Wilson	Black	Parent
Sara	Crews	White	Parent
Julie	Perdue	White	Parent
Christa	DeSilva	White	Parent
Garyn	Boyd-Reniger	White	Principal
Rachael	Henry	Black	Support Employee
Dodesta	Espitia	Hispanic	Parent
Cira	Escamilla	Hispanic	Parent
Vicki	Berk	White	Teacher
		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: ☒ No

Approval will take place on August 28th, 2018 at our SAC meeting.

⬡ BUDGET / SIP FUNDS

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

Budget Categories	Amount
1. **Academic Support**	$ [Insert amount for category]
[Describe each support on a separate row]	[Insert Amount]
[Describe each support on a separate row]	[Insert Amount]
2. **Behavioral Support**	$ [Insert amount for category]
[Describe each support on a separate row]	[Insert Amount]
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	$ [Insert amount for category]
[Insert materials on a separate row]	[Insert Amount]
[Insert materials on a separate row]	[Insert Amount]
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ [Insert amount for category]
[Describe each type on a separate row]	[Insert Amount]
[Describe each type on a separate row]	[Insert Amount]
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ [Insert amount for category]
PD and Planning outside the school day	$735
TDE for PD and Data Chats	$735
6. **Other** *(please list below)*	$ [Insert amount for category]
[Describe each on a separate row]	[Insert Amount]
[Describe each on a separate row]	[Insert Amount]
TOTAL $ **[Insert total estimated SIP Budget] $1,470**	