



School Improvement Plan SY 2018-19

LAKE ST. GEORGE ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Monika Wolcott	SAC Chair:	Janine Munns
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School Vision	The Vision of Lake St. George Elementary school is 100% student engagement and success 100% of the time.
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School Mission	Preparing tomorrow's leaders today.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
700	11	27	106	23	531	2

School Grade	2018: C	2017: A	2016: A	Title I	NO
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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	64	62	73	72	53	70						
Learning Gains All	50	55	53	64								
Learning Gains L25%	43	56	33	61								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Monika	Wolcott	FT	4-10 years
Equity Champion	Christy	Buchanan	FT	1-3 years
ESE	Corey	Boyd	FT	11-20 years
ELL	Terri	Dyer	FT	4-10 years
Assistant Principal Climate and Culture	Stephanie	Whitaker	FT	4-10 years
Social Worker	Shannon	O'Keefe	PT	1-3 years
Total Instructional Staff:	55	Total Support Staff:	35	



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students scoring at or above proficiency on State Assessments will increase from 53% to 60% in science, from 73% to 78% in mathematics and from 64% to 70 % in ELA.

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 all students in the L25 will increase from 43% to 54% in ELA and from 33% to 50% in mathematics.

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 achieving learning gains will increase from 53 to 60% in mathematics and from 50% to 60% in ELA.



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
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All priorities	Monitor implementation of all priorities to increase proficiency and growth as measured by appropriate State Assessments.	<ul style="list-style-type: none"> • Prep PLC agendas • Review completed PLC agendas. • Review academic data at all Tiers • Lesson plan reviews as needed. • Targeted professional development based on artifacts monitored. 	Principal	Principal Assistant Principal Guidance counselor Social Worker Psychologist Behavior Specialist Grade level teachers as appropriate	Weekly on Tuesdays	<ul style="list-style-type: none"> • Completed PLC agendas with grade level reflection across academic areas. • Evidence of standards based collaborative planning based on lesson planning documents and grade level walk-throughs.



	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
2.	Tier 3 Problem-solving Team	Priority 2	To increase learning gains in our L25 subgroup in both mathematics and ELA.	<ul style="list-style-type: none"> Our Tier 3 problem solving team specifically looks at Tier 1 and Tier 2 curriculum and interventions to determine what and why students are unable to find success at Tier 1 and Tier 2. Traditionally students receiving Tier 2 and then Tier 3 supports are students following into our L25 which makes it natural that this team will be monitoring our L25 students. 	Principal and assistant principal	Principal Assistant Principal Guidance counselor Social Worker Psychologist Behavior Specialist Grade level teachers as appropriate	Weekly on Tuesdays	<ul style="list-style-type: none"> Monitoring of PMP's of students of concern. Fidelity checks of Tier 1 instruction and Tier 2 supports as part of the Tier 3 support process.
3.	Equity Team	All Priorities	It is imperative that we have a dedicated team of people who monitor subgroups	Equity team will meet to monitor academic, behavioral and social emotional	Principal and assistant principal	Principal Assistant principal VE resource teacher	Monthly (last Tuesday of the month)	<ul style="list-style-type: none"> Monitor PLC agendas for restorative practice reflections and implementation strategies.



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			across the school in all three priorities to ensure that students are achieving proficiency and making appropriate gains. To do this we will Monitor implementation of all priorities to increase proficiency and growth as measured by appropriate State Assessments for subgroups showing a gap in achievement.	data to so that we are putting systems in place to ensure that 100% of our students have access to the school, the community within the school, as well as the instructional opportunities. We will monitor behavior referrals given, positive referrals given, formative and summative data, and other data as it is available throughout the year.		3 rd grade teacher SBLT/Tier 3 team		<ul style="list-style-type: none"> • Planning and executing Restorative practices trainings. • Planning for Culturally relevant teaching strategies. • Monitoring and reflecting on monthly grade level data chats.
4.	Child Study Team	All Priorities	Students who are chronically absent from school have the additional challenge of missing vital instructional and social/emotional learning opportunities which can have a negative impact on their academic	<ul style="list-style-type: none"> • Biweekly meetings where specific students are discussed and families are contacted to bridge the home school connection. Work directly with families to understand 	Principal	Principal Social Worker Attendance specialist DMT Assistant principal	Biweekly, every other Tuesday	<ul style="list-style-type: none"> •



Continuous Improvement

	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
			achievement. Identifying underlying reasons that students are absent and working to increase daily attendance eliminates a barrier to 100% of students achieving proficiency and learning gains.	what is stopping students from being at school and working with families to identify and implement appropriate solutions when possible.				
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Monitor implementation of all priorities to increase proficiency and growth as measured by appropriate State Assessments.	•				•
11.		Choose an item.		•				•
12.		Choose an item.		•				•



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 through 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 3.3 referral risk rate. We expect our performance level to be decrease by 1% as we are already well below the district average.
2. The problem/gap in behavior performance is occurring because as a school we have not been able to connect all students to take ownership of our school wide behavior plan.
3. If (we implement school wide restorative practice training, implement strategies and reiterate these strategies with students regularly) would occur, the problem would be reduced by by 1% or stay the same, as evidenced by FOCUS behavioral data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by bringing together our equity team, restorative practice team, and tier 2/tier 3 team to disaggregate data monthly.

5. SMART GOAL:

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

The percent of black students referral risk will decrease from 4.02% to the total school average of 3.3 or lower, as measured by FOCUS behavioral 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.

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

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?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Monika Wolcott • Stephanie Whitaker • Christina Buchanan • Jenna Shaffer 	<ul style="list-style-type: none"> • June
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Christina Buchanan 	<ul style="list-style-type: none"> • July
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Monika Wolcott • Stephanie Whitaker • Christina Buchanan 	<ul style="list-style-type: none"> • July 24th



	<ul style="list-style-type: none"> Jenna Shaffer 	
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> Monika Wolcott Stephanie Whitaker Christina Buchanan Jenna Shaffer 	<ul style="list-style-type: none"> Ongoing
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Restorative Practice team listed above 	<ul style="list-style-type: none"> Monthly during SBLT
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> Monika Wolcott Stephanie Whitaker 	<ul style="list-style-type: none"> Weekly (Mondays)
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Restorative Practices team and SBLT 	<ul style="list-style-type: none"> Monthly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 12% absent 10% or more. We expect our performance level to be 7% absent 10% or more by May 2019.
2. The problem/gap in attendance is occurring because tier 2 and tier 3 intervention plans not occurring with fidelity. If tier 2 and tier 3 intervention plans were occurring with fidelity, the problem would be reduced by 5%.
3. We will analyze and review our data for effective implementation of our strategies by September 2018.

4. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 12% to 7%, as measured by Weekly Focus Attendance rates.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.

6. 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?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	SBLT/CST	Pre-school training
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	SBLT/CST	Pre-school and ongoing
<i>Develop and implement attendance incentive programs and competitions.</i>	SBLT/CST	Pre-school (need new social worker in place)
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	SBLT/CST	Ongoing
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	SBLT/CST	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	SBLT/CST	Bi-weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Data Management Technician and CST	Daily

7. MONITORING:

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

8. 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
Review attendance taking process and school-wide strategies for positive attendance with all staff	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Develop and implement attendance incentive programs and competitions.	Staff and students	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 64% at or above proficiency, 50% total learning gains and 43% L25 learning gains, as evidenced in grades 3-5 FSA data.
2. We expect our performance level to be 50% or greater L25 learning gains by Spring/summer 2019.
3. The problem/gap is occurring because we are not providing enough access to our students in the L25 to rigorous learning opportunities.
4. If we implemented more voice and choice through culturally relevant teaching opportunities and restorative practices would occur, the problem would be reduced by 7-10%.

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 earning learning gains in the L25 will increase from 43% to 50% or greater, as measured by ELA FSA scores in the spring of 2019.

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.
- 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?
1. Focused monthly data chats by grade level, specifically focusing on who the L25 students are, how we are closing the gap and seeing growth within modules, and extended learning opportunities.	Principal/assistant principal	Monthly on the first Wednesday of the month.
2. SBLT rotation to include one Tuesday of the month to monitor progress of the L25 students.	Principal/assistant principal and equity team	One Tuesday of the month
3. PLC work reflecting on collaborative planning and culturally relevant teaching strategies to enhance the voice and choice of all students further giving struggling students an access point of their choice to the curriculum and instruction	Grade level teachers monitored by administration	Ongoing
4. Professional development centered on reading units of study which our staff has identified as an effective strategy for drilling down to individual student needs and further enhancing the learning for all students to bridge gaps within subgroups and allow for maximum student growth based on the standards and where students currently are performing.	Grade Level teachers monitored by administration	Ongoing
5. Two collaborative planning session/data chats per month with leadership team to ensure that lesson planning and	Administration/team leaders	Ongoing-every other Wednesday



grade level curriculum professional development are aligned to the needs of the students in the L25.		
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8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Reading Units of Study. School wide, primary/intermediate sessions, and grade level planning sessions.	100% of instructional staff participating. Led by 1 primary and 1 intermediate teacher who received in depth training over the summer, as well as any district support able to be provided throughout the development of teacher craft.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching and Restorative Practices training. During Preschool and then again during each staff meeting. Ensuring that staff have sufficient strategies to ensure that students are part of a community of learners and that their social emotional needs are taken care of through incorporating activities which give students voice and choice, thus providing more opportunities for students to access the curriculum in a way they feel comfortable with allowing the instructional staff member to push them along the continuum of learning.	Equity Team 1. Principal 2. Assistant Principal 3. VE resource teacher 4. 3 rd grade teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum PLC's using data to analyze specific needs of L25 students while providing professional development support on prescribing interventions to best meet the need of the deficient areas while analyzing standards for deeper understanding.	Administration and team leaders with reading leadership team.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 33% growth in our L25, as evidenced in Spring 2018 FSA mathematics scores.
2. We expect our performance level to be learning gains achieved by 50% or more of our L25 by Spring of 2019.
3. The problem/gap is occurring because we are not providing enough rigorous learning tasks and access via voice and choice to the mathematics instruction to our L25 student subgroup.
4. If teachers who see higher mathematics gains by incorporating rigorous tasks, questioning, and culturally relevant teaching strategies would share what is working to see this growth would occur, the problem would be reduced by at least 20%.

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 in the L25 achieving learning gains will increase from 33% to 50% or greater, as measured by FSA mathematics 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.
- 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?
Focused monthly data chats by grade level, specifically focusing on who the L25 students are, how we are closing the gap and seeing growth within modules, and extended learning opportunities.	Principal, Assistant principal, teachers	Monthly with emphasis on MAP and other testing cycles
SBLT rotation to include one Tuesday of the month to monitor progress of the L25 students.	Principal, Assistant principal, SBLT, teachers	Monthly
PLC work reflecting on collaborative planning and culturally relevant teaching strategies to enhance the voice and choice of all students further giving struggling students an access point of their choice to the curriculum and instruction	Principal, Assistant principal, Team Leaders and teachers	Weekly
Professional development focused on identifying standards and rigorous learning tasks that align with standards, while infusing culturally relevant learning strategies and restorative practices strategies to further develop a community where students feel safe to productively struggle.	Principal, Assistant principal, teachers, Equity Team and District coaches	Monthly as appropriate

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.)



Academic Goals

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<p>Opportunities for teachers to collaborate and share best practices based on FSA data and growth ratings. Teachers receiving a highly effective ranking from the state utilize more complex tasks and differentiated learning tasks based on the standards allowing for all students, including the L25 to see growth and these practices need to be shared in a very deliberate way to encourage collaboration. Recorded lessons will be shared, lesson planning will be reflected upon to identify what strategies are being used that are working.</p>	<p>100% of instructional staff</p>	<p><input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3</p>
<p>Culturally Relevant Teaching and Restorative Practices training. During Preschool and then again during each staff meeting. Ensuring that staff have sufficient strategies to ensure that students are part of a community of learners and that their social emotional needs are taken care of through incorporating activities which give students voice and choice, thus providing more opportunities for students to access the curriculum in a way they feel comfortable with allowing the instructional staff member to push them along the continuum of learning.</p>	<p>100% of instructional staff</p>	<p><input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3</p>
		<p><input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 53% of 5th grade students scoring at or above satisfactory, as evidenced in Spring 2018 Spring Science Assessment Data.
2. We expect our performance level to be 60% by Spring 2019.
3. The problem/gap is occurring because we need to incorporate more rigorous learning tasks which encompass content specific vocabulary.
4. If we used standards to identify the content specific vocabulary students need for success in science would occur, the problem would be reduced by 7%.

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 scoring at or above a level 3 on the State Science Assessment will increase from 53% to 60%, as measured by the Spring 2019 State Science Assessment. .

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- 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?
Focused PLC work to disaggregate diagnostic scores to identify vocabulary to focus on for current group of fifth graders.	5 th grade team	August/September
Ongoing PLC work to continue to develop strategies for vocabulary infusion. Collaborative planning to incorporate this into cross curriculum lessons.	5 th grade team	Ongoing
School wide strategies to implement content specific science vocabulary across the curriculum across the school.	Assistant Principal/grade level leadership team	Ongoing
Ongoing monitoring of science lab usage and vocabulary usage and pre/post test data to further develop intervention and enrichment.	Administration and science lab managers	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
Lead Science Teachers in 5th grade attend district trainings in summer and lead science planning during school year	2 fifth grade teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Science Vocabulary planning sessions	5 fifth grade teachers/shared with 100% of instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 1 out of 6 modules, as evidenced in Alliance for Healthier Schools Program Assessment.
2. We expect our performance level to be 2 out of 6 by May 2019.
3. The problem/gap is occurring because initiative and team follow through.
4. If initiative and consistency would occur, the problem would be reduced by 1.

5. SMART GOALS:

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

The number of all members of our school community engaging in lifelong healthy habits will increase from 1 module recognized to 2 modules recognized, as measured by Alliance for Healthier Generation’s Healthy Schools Program Assessment.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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?
Healthy schools team meets to oversee school health and safety policies and programs.	Healthy School Representative and Team	Quarterly
Ensure implementation of district policies to meet bronze recognition	Healthy School Representative and Team	Quarterly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training – component #19545	Healthy School Team	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy Schools Team A: Assessment – component #19534	Healthy School Team	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program B: Smart Snack in School – component #19549	Healthy School Team	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is all students who participated in STEM scored a 65% in Math and 70% in Science, as evidenced in FSA scores in Math and Science..
2. We expect our performance level to be 75% in Math and 80% in Science of the students participating in STEM to score Level 3 or above by the FSA assessments.
3. The problem/gap is occurring because some students with an interest in participating STEM also need to participate in Extended Learning for academic support and they do a myriad of other afterschool activities.
4. If STEM teachers were able to scaffold the learning of the lower performing students would occur, the problem would be reduced by by giving students the opportunity to participate STEM and still receive academic support. .

5. SMART GOALS:

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

The percent of all students participating in STEM scoring a Level 3 or above on the Math and Science assessment will increase from 65% in Math and 70% in Science to 75% in Math and 80% in Science, as measured by FSA scores in Math and Science.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use Math and Science data to group students during STEM so the STEM teachers can scaffold those who need more support	STEM teachers	All year

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
Math training for developing cognitively complex math tasks	All classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Science training featuring vocabulary and hands on science	All classroom teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> 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 66.7% level three or above in mathematics , as evidenced in Spring 2018 FSA mathematics .
2. We expect our performance level to be 76% by Spring 2019.
3. The problem/gap is occurring because we are not using a wide enough variety of culturally relevant teaching strategies to give students in this subgroup access/voice/choice in rigorous instructional tasks.
4. If deliberate data based planning incorporating culturally relevant teaching strategies would occur, the problem would be reduced by 10%.

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 scoring a 3 or above on FSA mathematics will increase from 66% to 76%, as measured by Spring 2019 FSA mathematics.

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

BTG Area	Strategies	Expected Impact and Results
Student Achievement	<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> • Students will have increased opportunity to access rigorous instructional tasks and make connections that make sense for them resulting in a 10% increase in academic achievement.
Advanced Coursework	<input checked="" type="checkbox"/> 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. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Using the knowledge gained from subgroup data chats, teachers will implement strategies including culturally relevant teaching strategies to increase the rigor of the work students have access to, resulting in a 20% increase of black students achieving level 4 and 5, as well as an overall increase in achievement to 76% at level 3, 4, 5.
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Using restorative practices with increasing fidelity throughout the school year, black students will spend more time in class with time on rigorous tasks resulting in an increase



Subgroup Goals

		in mathematics achievement from 66% to 76%.
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> By using district support, we will ensure that black students receiving ESE services are receiving the most intensive instruction within their classrooms while receiving the appropriate level of support to ensure their success.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	When we have a job vacancy, we will work with human resources to ensure that the most qualified, diverse set of applicants are part of the interview process.

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?
PLC data chat monthly specifically devoted to subgroup achievement reflection and planning.	Team Leaders/Equity Team	One time per month
Continued/Ongoing training on Restorative Practices and Culturally Relevant teaching strategies	Equity Team	Ongoing during staff meetings monthly
Monitoring of subgroup student achievement and fidelity of lesson planning.	SBLT/Administration	Ongoing on Tuesdays

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
Restorative Practices Training Ongoing throughout the year	100% of instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Relevant Teaching strategy practice ongoing throughout the year`	100% of instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 27% level 3 or above, as evidenced in FSA ELA Spring 2018.
2. We expect our performance level to be 40% by Spring 2019.
3. The problem/gap is occurring because we need to use our data to deliberately plan lessons tasks that give all students access to rigorous learning opportunities.
4. If we conducted PLC's that focused on data and collaborative lesson planning integrating culturally relevant teaching strategies would occur, the problem would be reduced by 13%.

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 scoring at or above a level 3 on FSA ELA will increase from 27% to 40%, as measured by Spring 2019.

- 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.

- 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?
PLC data chat monthly specifically devoted to subgroup achievement reflection and planning.	Team Leaders	monthly
SBLT schedule rotation to include specific time allotted for ESE academic achievement review.	Principal/assistant Principal	Monthly on Tuesdays

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 Relevant Teaching strategy practice ongoing throughout the year`	100% of instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
RUS training to ensure teachers are the tools and knowledge needed to drill down to individual student needs and bridge the gap.	100% of instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> 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 25% level 3 or above , as evidenced in FSA ELA spring 2018.
2. We expect our performance level to be 57% by Spring 2019.
3. The problem/gap is occurring because we need to provide students with more varied voice/choice to access rigorous learning tasks.
4. If we conduct deliberate collaborative planning to include culturally relevant teaching strategies and reading units of study work along with implementing the Pinellas Vocabulary project would occur, the problem would be reduced by 32%.

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 a level 3 or above on FSA ELA will increase from 25% to 57%, as measured by Spring 2019.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
PLC data chat monthly specifically devoted to subgroup achievement reflection and planning.	Team Leaders/Equity Team	One time monthly during PLC

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 Relevant Teaching strategy practice ongoing throughout the year`	100% of instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
RUS training to ensure teachers are the tools and knowledge needed to drill down to individual student needs and bridge the gap.	100% of instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> • Midterm reports sent home consistently as directed by the district calendar. • Regularly scheduled conferences in fall and spring for all students. More frequent conferences as needed based on testing cycle results. • Consistent daily use of school planner/agendas • Providing parents with academic strategies for continued support for their children at home. • Encourage opportunities for families and teachers to share strengths about individual student in and out of school. 	<ul style="list-style-type: none"> • Classroom teacher-fidelity check by principal and assistant principal. 	<ul style="list-style-type: none"> • Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Listening to student-led conferences • Parent Conferences • LSG Website • Curriculum nights • academic strategies for continued support for their children at home. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers 	<ul style="list-style-type: none"> • Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • Conferences • IEP meetings • FBA meetings • Family Events • PTA/SAC 	<ul style="list-style-type: none"> • Administration • Teachers • PTA 	<ul style="list-style-type: none"> • Ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> • Continue to grow time honored traditions as expected by the Lake St George community. • Continue to use and grow the use of social media to connect with families who are unable to attend school functions. • Using these platforms to provide families with academic tools and supports to the classroom. 	<ul style="list-style-type: none"> • PTA and administration partnership. 	<ul style="list-style-type: none"> • Ongoing



5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Family Events throughout year- Provide opportunity for staff to attend family and community specific training to further enhance our family events.	Administration, Teachers and Families	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PTA and SAC Meetings	PTA Meetings Monthly SAC Meetings Quarterly	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Erick	Russell	Black	Support Employee
Monika	Wolcott	White	Principal
Jordan	YMCA	Multi	Business/Community
Jennifer	Barnett	White	Parent
Janine	Munns	White	Business/Community
Maria	Chineo-Moro	Hispanic	Support Employee
Whitney	Summitt	White	Parent
Alissa	Sinibaldi	White	Parent
Erin	Moore	White	Business/Community
Cathy	Ogle	Asian	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: 8/9/2018 No



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1. Academic Support		\$ [Insert amount for category]
	[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]
	Classroom Books to support RUS	\$1,000
	[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]
	Teacher TDE's for observations and fishbowls	\$3,000
	[Describe categories on a separate row]	[Insert Amount]
6. Other (please list below)		\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 4,000 estimated allocation and roll over		