



School Improvement Plan SY 2018-19

LAKEVIEW FUNDAMENTAL ELEMENTARY

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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.



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Susan Garcia-Nikolova	SAC Chair:	Karlos McClary
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School Vision	100% Student Achievement
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School Mission	The mission of Lakeview Fundamental is to engage, educate and empower every student every day.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
347	18	130	21	14	164	0

School Grade	2018:	2017:	2016:	Title I	NO
		A	A		

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	67%	79	70%	81	71%	69						
Learning Gains All	51%	63	48%	66								
Learning Gains L25%	34%	47	31%	42								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Susan	Garcia-Nikolova	FT	4-10 years
Equity Champion/Guidance	Kari	Altman- Wood	FT	4-10 years
Primary teacher	Lisette	Wundermann	FT	4-10 years
Primary Teacher	Kerry	Marks	FT	4-10 years
Primary Teacher	Keith	Fawcett	FT	4-10 years
	TBA		FT	
Intermediate Teacher	Emily	Carley-Craig	FT	4-10 years
Intermediate Teacher	Theresa	Russo	FT	4-10 years
P.E./ Acting Administrator	Jason	Wood	FT	11-20 years
Total Instructional Staff:	8	Total Support Staff:	TBA	



B. Improvement Priorities

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

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

1. Priority 1: Student-Centered with Rigor

Priority 1 Theory of Action: If we effectively implement high-leverage strategies that support student-centered with rigor , then the percent of all students performing at or exceeding proficiency levels in all subject areas will increase from 67% in FSA ELA to a minimum of 77%, from 70% in FSA Math to 80%, FSA Science from 71% to 80% and MAP scores will increase by a minimum of 5 percentages points per teacher in grades K-2. Growth will be impacted overall and particularly the scores of the students performing in the lowest 25%.

2. Priority 2: Culturally Relevant Teaching

Priority 2 Theory of Action: If we effectively implement high-leverage strategies that support culturally relevant teaching , then the percent of all students performing at or exceeding proficiency levels in all subject areas will increase from 67% in FSA ELA to a minimum of 77, from 70% in FSA Math to 80%, FSA Science from 71% to 80% and MAP scores will increase by 10 percentages points per teacher in grades K-2. Growth will be impacted overall and particularly the scores of the students performing in the lowest 25%. A reduction in the number of infractions is also expected overall and with emphasis for our Black population.

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies that support positive climate and culture , then the percent of all students performing at or exceeding proficiency levels in all subject areas will increase from 67% in FSA ELA to a minimum of 77, from 70% in FSA Math to 80%, FSA Science from 71% to 80% and MAP scores will increase by 5 percentages points per teacher in grades K-2. Growth will be impacted overall and particularly the scores of the students performing in the lowest 25%. A reduction in the number of infractions is expected overall and with emphasis for Black population. It is also expected that this will not only have a positive impact on campus with staff and students but will have a positive impact on families. [Click or tap here to enter text.](#)



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 <i>(using MTSS Framework)</i>	Priority 1	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency MAP proficiency as well as CRT.</i>	<ul style="list-style-type: none"> Monitoring of lesson plans with feedback Staff Training Marzano Focus Model implementation 	Guidance Counselor School Psychologist Principal	Principal Guidance Counselor Psychologist VE Teacher Teachers	Two times per week for SBLT. Weekly for plans and Marzano	<ul style="list-style-type: none"> IObservation SBLT meeting Notes Planbook.com teacher plans Calendar Lesson Plans
2.	Intervention and Appeals	Priority 3	To ensure that students and families have opportunity to make positive change. To fulfill fundamental policy	<ul style="list-style-type: none"> Teachers and parents sign up to serve on the committee. Based on the number of infractions as per fundamental policy families are scheduled to attend the IAC. The committee offers suggestions to assist students/families that are experiencing 	Principal	Various teachers-member of the IAC Committee. Various parents that are on the IAC Committee	A minimum of 2 times per month	<ul style="list-style-type: none"> Email notifications of meeting dates and docket items. IAC data Student infractions IAC parent notification letters IAC outcome notification letters



	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
				difficulties fulfilling fundamental policies.				
3.	Restorative Practice Team/AVID CRT Team /PBIS	Priority 3	Provide staff with strategies for the explicit of pro social /emotional intelligence building and empathetic skills to support students ability to contribute to a positive culture.	<ul style="list-style-type: none"> Meetings /trainings are scheduled to inform, train staff. 	Kari Altman-Wood/Guidance All members of PBIS, AVID CRT and RP Team	All staff	Once a month	<ul style="list-style-type: none"> Calendar Lesson plans with feedback Sign in sheets Planning notes from RP Team Long term – Infraction /IAC data
B4.	Child Study Team	All Priorities	Monitor student attendance and flesh out students/families that have 10% or higher absences from school. To meet the needs of students and families that have early warning signs.	<ul style="list-style-type: none"> Meetings are schedule two times per month. Data of absences are reviewed, and individual student needs are discussed. Problem solving is based on circumstances surrounding the issue. 	Social Worker	Social Worker, Guidance Counselor, Principal and teachers on the as needed.	Two times per month	<ul style="list-style-type: none"> Calendars CST Minutes CST data CST District Reports Attendance data
5.	Leadership Team	All Priorities	Monitor and make changes in systems and procedures when needed. This can be operational or student and centered.	Scheduled meetings Specific Agenda items	Principal	Teacher Leaders from each grade level	TBA	<ul style="list-style-type: none"> Agendas Email notifications Weekly updates Team Minutes Noted process changes



	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
6.	All Grade Level Teams/PLC Teams	All Priorities	To form collaborative teams that share data and strategies. To share student work and develop further insight into student learning. To assist student in reaching academic goals.	<ul style="list-style-type: none"> • Specific days and times for each grade level PLC • Electronic PLC form aligned to strategies and expectations 	Teachers	Teachers Principal	Teams meet once a week	<ul style="list-style-type: none"> • PLC Minutes • PLC Administrative Responses • SBLT/MTSS/PLC notes/spreadsheet and minutes
7.	Safety Team	Priority 3	To harden the campus for a safer environment for all.	<ul style="list-style-type: none"> • Develop plans and implement proven techniques. Train staff and students. To plan and monitor drills. • 	Principal and Safety Chair	Safe Schools Team, Wellness Team	Once per month	<ul style="list-style-type: none"> • Minutes • Calendar • Drill documentation
8.	Fundamental PTA Nights/SAC	Priority 3	To bridge the home and school connection. To build Strong bonds of relationships and community among students and adults. To fulfill fundamental policy	<ul style="list-style-type: none"> • In cooperation with staff, administration and PTA- PTA night are planned and placed on the calendar. SAC meetings are set by the principal. 	Depending on the type of event- Teachers, Staff, Administration SAC Chair PTA Board Some events are independent in nature	All Families Teachers Administration Community if a guest speaker is part of the event.	Various dates- PTA / SAC one time per month. Other family events occur periodically throughout the year.	<ul style="list-style-type: none"> • Flyers of events • PTA/SAC sign in cards • Calendars • Recorded Messages about events • PTA Budget • SAC Agendas and Minutes

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 a total of 7 referrals were issued during the 2017/18 school year. Of the 7 referrals 4 were written for Black students and 3 were written for white students. Our IAC data indicates that 13 episodes of Kindergarten students were referred to IAC, 16 episodes from 1st grade, 12 episodes from 2nd grade, 23 episodes from 4th grade and 18 episodes from 5th grade. This is a total of 91 episodes with 65 students making up that total. Black Males 30, White Males 7, Black Females- 19, White Females- 4, Multi- racial Male- 1, Multi-racial Female- 2, Hispanic Male- 1 and Asian Male- 1. A total of 12 students were dismissed from our program. Of the 12 students 3 families had multiple children and 6 students were individual students. This translates to 8 families. Of the 8 families 3 of the students were dismissed for behavior while the remaining 5 families were dismissed for adult reasons such as not meeting the parental requirements of the fundamental program. In reviewing the data from our Year End Bullying Report- we experienced 10 reports- 7 of the reports from a family that had withdrawn and were filed after the withdrawal and 3 filed by current families. Of the 10 reports filed 2 were considered substantiated. We expect our performance level to be to improve with a decrease in the number of students being referred to IAC , the number of students being dismissed from our program and a decrease in the number of bullying reports by a minimum of 50%.
2. The problem/gap in behavior performance is occurring because in some cases some families are not in compliance with the fundamental program expectations. In regard to bully reports a possible barrier may be lack of specific training that impacts decreasing bullying. Barriers that lead to IAC episodes or referrals that are tied to behavior may be due to a need for more intensive training in Restorative Practices as well as a need for a better focused PBIS.
3. If (Restorative Practice, PBIS Systems, Olweus and CRT would occur, the problem would be reduced by a minimum of 50% in all areas, as evidenced by a reduction in referrals to IAC, a reduction in referrals and a reduction in incidences related to bullying . (include data to validate your hypothesis.)
4. We will analyze and review our data for effective implementation of our strategies by monitoring and analyzing IAC and infraction data, referrals, and bully reports no less than every infraction period .

5. SMART GOAL:

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

The percent of all students, being referred to IAC for behavior, receiving a referral for behavior or experiencing bullying will decrease from 7 referrals, 10 bully report and the number of students being referred to IAC at each grade level by a minimum of 50%. to no more than 3 referrals, no more than 5 bully reports and the following reduction in IAC episode for each grade level – K- 6, 1st- 4, 2nd- 6, 3rd- 6, 4th – 11 and 5th- 9 as measured by IAC /Infractions data, bullying report data – K-12 Alerts, and referral data.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.



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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> Restorative Practice Team-Kari Altman-Wood , Guidance, Jason Wood, P.E. Teacher and Acting Administrator, B Joyce, Teacher of Gifted Studies, Susan Garcia-Nikolova, Principal 	<ul style="list-style-type: none"> 6/20 and 6/21/18 Ongoing
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> Guidance Counselor 	<ul style="list-style-type: none"> Summer 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> Guidance Counselor and Restorative Practice Team Kari Altman- Wood , Guidance, Jason Wood, P.E. Teacher and Acting Administrator, B Joyce, Teacher of Gifted Studies, Susan Garcia-Nikolova, Principal 	<ul style="list-style-type: none"> Fall 2018/19 School year and ongoing throughout the year
Conduct learning opportunities. PD seminars	<ul style="list-style-type: none"> Training Teams and Principal 	<ul style="list-style-type: none"> Throughout the 2018/19 school year.
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Weekly
Review student and teacher data on weekly basis with analyzation occurring at the end of each infraction period for trends and next steps.	<ul style="list-style-type: none"> Principal, Teachers 	<ul style="list-style-type: none"> ongoing
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> SBLT/MTSS 	<ul style="list-style-type: none"> Once a month throughout the 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 learning opportunities that support this goal. Add rows as needed.)*



Professional Learning Description	Who Is leading this step?	Participants (number and job titles)	Priority Alignment
<p>Olweus Training- Staff will be trained in Olweus strategies.</p> <p>The team will also involve all school staff and students with our Anti- Bullying Kick off Assembly in October. Families will participate in similar learning at the November PTA meeting while students create their Anti-Bullying t- shirts. The training is on- going. All instructional staff and support staff that work directly with students will participate- 30</p>	Olweus Team/Principal	Kari Altman – Wood, Guidance, Jason Wood, P.E. Teacher and Acting Administrator, Daniela Reazor, 1 st Grade Teacher, Kerry Marks, 1 st Grade Teacher, Sara Koch, 4 th Grade Teacher, Emily Carley- Craig, 4 th grade Teacher, Jamie Mays, 3 rd Grade Teacher, Susan Garcia-Nikolova, Principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<p>Restorative Practice- Teachers and staff will have training at monthly seminars and with strategies they can take right back to implement in the classroom. All instructional staff and support staff that work directly with students will participate- 30</p>	Restorative Practice Team/Principal	Kari Altman- Wood , Guidance, Jason Wood, P.E. Teacher and Acting Administrator, B Joyce, Teacher of Gifted Studies, Susan Garcia- Nikolova, Principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<p>PBIS- MTSS Team will work with grade level teams regarding PBIS during once a month grade level MTSS PLCs.- General education teachers – 18</p>	Guidance Counselor, School Psych., Principal	Kari Altman-Wood, Guidance, School Psych.- Nina Messner, Susan Garcia-Nikolova, Principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is as of May of 2018 is 97%. We expect our performance level to be maintained or improve by continuing to monitor through CST.
2. The problem/gap in attendance is occurring because of several reasons. Students that have a higher rate of absence tend to fall into one of the following categories; illness, family trips ,or families possibly avoiding tardies which can lead to IAC in fundamental may be choosing to have their student be absent rather than be tardy.
3. If (The solution for the barrier is to continue to involve our Social Worker in contacting families that have students with a 10% or more absence rate regardless of the reason. We will also increase.) would occur, the problem would be reduced by Click or tap here to enter text..
4. We will analyze and review our data for effective implementation of our strategies by holding CST meetings twice a month.

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 missing more than 10% of school will decrease from 3% to 1%, as measured by attendance dashboard data base and the number of Social Worker contacts.

6. 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 I interventions to address and support the needs of students.
- 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.	Principal and DMT	Pre- School days and ongoing
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Teachers, Principal, Social Worker, Guidance	On going
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis	Social Worker, Guidance and Principal	Every two weeks on a monthly basis -Every other Tuesday.
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social Worker, Guidance and Principal	As needed throughout the year
.Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared	DMT and Principal	Daily

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.)*

	Participants (number and job titles)	Priority Alignment
Staff will be reminded of the importance as well as the process of attendance being taken accurately on a daily basis. Staff will be trained as to expectations and processes on 8/6. Faculty Meetings will also serve as a venue for – Attendance to be addressed	All Staff/teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Bi Weekly CST Meetings to monitor progress	Social Worker, Guidance Counselor, Principal	<input checked="" type="checkbox"/> Priority 1 <input 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 67% of our students who participated in FSA ELA in grades 3 through 5 scored at level 3, 4 or 5, as evidenced in the scores from the 2018 FSA ELA test results. Our current performance in grades K-2 using MAP Winter to Spring Percentage of Students Who Met or Exceeded their Projected RIT is as follows; Kindergarten – 50.0%, 88.2% and 66.7%. This is an average of 68.3% of Kindergarten students who met or exceeded their projected RIT growth as measured by the MAP report. First Grade- 37.5%, 44.4% and 44.4%. This is an average of 42.1% of 1st grade students who met or exceeded their projected RIT growth as measured by the MAP report. Second Grade- 38.9%, 47.1%, and 38.9%. This is an average of 41.6% 2nd grade of students who met or exceeded their projected RIT growth as measured by the MAP report.
2. We expect our performance level to be an increase of a minimum of 10 percentage points by the Spring of 2019 as measured by 2019 FSA for grades 3-5 and a minimum increase of at least 5 percentage points per teacher in grades K-2 as measured by MAP Winter to Spring Percentage of Students Who Met or Exceeded Their Projected Growth RIT Report.
3. The problem/gap is occurring because our students have not made sufficient growth- particularly growth of the lowest 25% of students participating in FSA in grades 3 through 5. There is a need to increase the monitoring of data on a regular basis and implement data driven plans at all levels.
4. If teachers intentionally plan instruction aligned with a high level of rigor, foster an environment of cooperation and collaboration, monitor and provide actionable feedback from regular formal and informal assessments coupled with the administrator monitoring each teacher 's practice with feedback would occur, the problem would be reduced by a minimum of 10 percentage points. This would move students from 67% to a minimum of 77% attaining scores at or above proficiency. The increase of a minimum 5 percentage points per teacher in MAP will bring K-2 scores up to the national average .

5.

6. 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 in grades 3-5 achieving ELA proficiency will increase from 67% at Level 3 or above to a minimum of 77% scoring at or above Level 3, as measured by the results of the 2019 FSA ELA data . The percent of all students in grades K-2 will met or exceed their projected RIT growth- increase of 5 percentage points per teacher , as measured by Winter to Spring Percentage of Students Achieving their Projected RIT Growth. Particular attention will be focused on increasing the growth scores of the lowest 25%. The increase growth of these students will have a direct impact on proficiency scores. Currently L25 growth for ELA is 34%. We will increase this growth score by a minimum of 30 percentage points (64%) as measured by FSA ELA by May of 2019 .

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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



WHAT How are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Encouraging classrooms environments that are collaborative and are designed as student centered rather than teacher centered. Use of frequent assessments with student feedback. Restorative practice strategies infused with content. Monitoring by administrator for alignment with Marzano Focus Model with feedback. Walkthroughs will also serve as a means of monitoring. Face to face conversations	Principal, Curriculum Specialist , the Restorative Practice Team and Teachers	Ongoing throughout the 18/19 school year.
Planning intentionally with increased rigor – Use of DBQ and anticipated questioning in lessons. Monitoring of plans by the administrator. Plans in Planbook.com will be reviewed every Monday for the week. Feedback through Planbook.com comment section and face to face conversations.	Principal, Curriculum Specialist , and Teachers	Ongoing throughout the 18/19 school year.
Use of strategies from AVID CRT Restorative Practice, PBIS training for differentiation and meeting the needs of students- incorporate the 6 M’s. Monitored through plans, PLCs and data. Feedback through PLC forms. Cycle and diagnostic data	Principal, Guidance Counselor and AVID CRT Team, Restorative Practice Team	Ongoing throughout the 18/19 school year.

9. **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

10. **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 Practice/PBIS/AVID CRT Trainings/Seminars/PLCs	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty and Curriculum Meetings that focus on instruction and strategies	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	All instructional staff Administration	<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 70% of our students who participated in FSA Math in grades 3 through 5 scored at level 3, 4 or 5, as evidenced in the scores from the 2018 FSA Math test results. Our current performance in grades K-2 using MAP Winter to Spring Percentage of Students Who Met or Exceeded their Projected RIT is as follows; Kindergarten – 83.3%, 100% and 72.2%. This is an average of 85.1% of Kindergarten students who met or exceeded their projected RIT growth. First Grade- 75.0 %, 55.6% and 66.7%. This is an average of 65.7% of 1st grade students who met or exceeded their projected RIT growth. Second Grade- 83.3 %, 47.1%, and 55.5%. This is an average of 62.0% of 2nd grade students who met or exceeded their projected RIT growth. , as evidenced in Percentage of Students Who Met or Exceeded Their Projected Growth RIT- MAP 2019 Winter to Spring report results.
2. We expect our performance level to be an increase of a minimum of 10 percentage points by the Spring of 2019 as measured by 2019 FSA Math for grades 3-5 and a minimum increase of at least 5 percentage points per teacher in grades K-2 as measured by MAP Winter to Spring Percentage of Students Who Met or Exceeded Their Projected Growth RIT Report.
3. The problem/gap is occurring because our students have not made sufficient growth- particularly growth of the lowest 25% of students participating in FSA in grades 3 through 5. There is a need to increase and monitor on a regular basis and implement data driven plans at all grade levels.
4. If teachers intentionally plan instruction aligned with a high level of rigor, foster an environment of cooperation and collaboration, monitor and provide actionable feedback from regular formal and informal assessment coupled with the administrator monitoring each teacher 's practice with feedback would occur, the problem would be reduced by a minimum of 10 percentage points. This would move students from 66% to a minimum of 77% attaining scores at or above proficiency. The increase of a minimum 5 percentage points per teacher in MAP will bring K-2 scores up to the national average

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 grades 3-5 achieving Math proficiency will increase from 70% at Level 3 or above to a minimum of 80% scoring at or above Level 3, as measured by the results of the 2019 FSA Math data . The percent of all students in grades K-2 will met or exceed their projected RIT growth- increase of 5 percentage points per teacher , as measured by Winter to Spring Percentage of Students Achieving their Projected RIT Growth. .

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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	WHEN	WHO
are you doing to implement these strategies?		



<p>Encouraging classrooms environments that are collaborative and are designed as student centered rather than teacher centered. Use of frequent assessments with student feedback. Restorative practice strategies infused with content. Monitoring by administrator for alignment with Marzano Focus Model, review of plans in planbook.com every Monday, PLC forms , walkthroughs, face to face conversations. Feedback given through face to face conversations, PLC forms and planbook.com comment section.</p>	<p>Principal, Curriculum Specialist , the Restorative Practice Team and Teachers</p>	<p>Ongoing throughout the 18/19 school year.</p>
<p>Planning intentionally with increased rigor – Use of DBQ and anticipated questioning in lessons, Monitoring of plans by the administrator every Monday morning. Addressed in feedback on PLC forms, conversations- Cycle and diagnostic data.</p>	<p>Principal, Curriculum Specialist , and Teachers</p>	<p>Ongoing throughout the 18/19 school year.</p>
<p>Use of strategies from AVID CRT Restorative Practice, PBIS training for differentiation and meeting the needs of students- incorporate the 6 M’s. Observations, plans and walkthroughs. Feedback through conversation, PLC forms and comment sections in planbook.com</p>	<p>Principal, Guidance Counselor and AVID CRT Team, Restorative Practice Team</p>	<p>Ongoing throughout the 18/19 school year.</p>

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
Restorative Practice/PBIS/AVID CRT Trainings/Seminars/PLCs	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty and Curriculum Meetings that focus on instruction and strategies.	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

10. 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



11. 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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 71% of our students who participated in FSA Science in grade 5 scored at level 3, 4 or 5, as evidenced in the scores from the 2018 FSA Science test results. Our current performance in grades 1st -5 using MAP Winter to Spring Percentage of Students Who Met or Exceeded their Projected RIT is as follows; First Grade- 89.6 %, 83.0% and 90.2%. This is an average of 87.6% of 1st grade students who met or exceeded their projected RIT growth. Second Grade- 73.6 %, 67.8%, and 81.1%. The is an average of 74.1% of 2nd grade students who met or exceeded their projected RIT growth, Third Grade- 94.1%, 61.1% and 55.6%. This is an average of 70.2% of 3rd grade students who met or exceeded their projected RIT growth, Fourth Grade; 50.0%, 52.4% and 61.9%. This is an average of 54.6% of 4th grade students meeting or exceeded their projected RIT growth. Fifth grade – 72.7%, 68.2% and 59.1%. This is an average of 66.6% of 5th grade students who met or exceed their projected growth RIT. All data is evidenced by the Percentage of Students Who Met or Exceeded Their Projected Growth RIT- MAP 2019 Winter to Spring report results .
2. We expect our performance level to be an increase of a minimum of 10 percentage points by the Spring of 2019 as measured by 2019 FSA Science for grade 5 and a minimum increase of at least 10 percentage points per teacher in grades 3-5 as measured by MAP Winter to Spring Percentage of Students Who Met or Exceeded Their Projected Growth RIT Report.
3. The problem/gap is occurring because our students have made the growth or maintain high scores in science in the primary grades- There appears to be a trend in declining scores as students move to intermediate grades. FSA trends in science for fifth grade have hovered in the range of 74%-70% as evidenced by a three year trend. There is a need to increase and monitor on a regular basis and implement data driven plans at all grade levels
4. If teachers intentionally plan instruction aligned with a high level of rigor, foster an environment of cooperation and collaboration, monitor and provide actionable feedback from regular formal and informal assessment coupled with the administrator monitoring each teacher 's practice with feedback would occur, the problem would be reduced by a minimum of 9 percentage points. This would move students from 71% to a minimum of 80% attaining scores at or above proficiency as measured by 2019 FSA Science test results. The increase of a minimum 5 percentage points per teacher in MAP will bring 2-5 scores up to meet or exceed the national average. [Click or tap here to enter text.](#)

5. SMART GOALS:

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

The percent of all students achieving proficiency will increase from 71% achieving proficiency on FSA Science to a minimum of 80% achieving proficiency as measured by 2019 FSA Science test results. MAP science scores will increase 5 percentage points per teacher to 1st grade- 87.6% to 92.6%, 2nd grade- 74.1%to 79.1%, 3rd grade- 70.2%to 75.3%, 4th grade- 54.6% to 59.6%, and 5th grade- 66.6% to 71.6% as measured by Winter to Spring results of the Percentage of Students who Met or Exceeded Their Projected Growth RIT Report.

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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?		
Encouraging classrooms environments that are collaborative and are designed as student centered rather than teacher centered. Use of frequent assessments with student feedback. Restorative practice strategies infused with content. Monitoring by administrator for alignment with Marzano Focus Model.	Principal, Curriculum Specialist , the Restorative Practice Team and Teachers	Ongoing throughout the 18/19 school year.
Planning intentionally with increased rigor – Use of DBQ and anticipated questioning in lessons. Continued use of the Science Lab with fidelity. Monitoring of plans by the administrator	Principal, Curriculum Specialist , and Teachers	Ongoing throughout the 18/19 school year.
Use of strategies from AVID CRT Restorative Practice, PBIS training for differentiation and meeting the needs of students- incorporate the 6 M’s. Incorporate the 5 E’s in lesson plans. Science lab monitoring through walkthroughs as well as formative and summative data.	Principal, Guidance Counselor and AVID CRT Team, Restorative Practice Team	Ongoing throughout the 18/19 school year.

12. 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

13. 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 Practice/PBIS/AVID CRT Trainings/Seminars/PLCs	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty and Curriculum Meetings that focus on instruction and strategies.	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	All instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

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
		<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



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance of our Healthy Schools goal- Work towards Silver Level Recognition with the Alliance for a healthier Generation. Increase the overall health and wellbeing among students and staff while providing opportunities for students to increase their physical activity through scheduled recess. Fitnessgram to track student fitness improvement – pre and post testing. This will be evidenced in Scheduled Recess – 20 minutes per class, Fitnessgram data , Staff Wellness Survey to determine interest.
2. We expect our performance level to be at Bronze level or above by May of 2019.
3. The problem/gap is occurring because more activity based enrichment is needed for both students and staff.
4. If more activity based enrichment were offered to student and to staff would occur, the problem would be reduced by Click or tap here to enter text..

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 showing improvement on Fitnessgram will increase from 59% reaching the healthy fitness zone in all 5 categories to a minimum of 64% reaching the healthy fitness zone in all five categories, as measured by Fitnessgram data.

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 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?
Implement nutrition talks into the physical education circle time	P.E. Coaches	Ongoing
Secure guest speakers to speak to students about making healthy food choices.	P.E. Coaches	On going
Keep families and staff informed about healthy choices and nutrition	P.E. Coaches & Wellness Team	On going

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
Guest speakers related to fitness and nutrition for students.	348- Students	<input type="checkbox"/> Priority 1, 2, 3
Guest speakers related to fitness and nutrition for staff .	40 staff members- teachers , administration and support personnel	<input checked="" type="checkbox"/> Priority 1, 2, 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is a total of 4 STEM clubs are currently active at Lakeview Fundamental. These STEM Clubs service a total of 79 students or 33% of the students in grades 2-5 in grades 2-5 as evidenced in STEM Club registration and attendance sheets.
2. We expect our performance level to be maintained with a minimum of the 4 STEM Clubs underway by late fall of the 2018/2019 school year with an increase of students from subgroups participating in the STEM experience.
3. The problem/gap is occurring because only 32% of the student participants in STEM are members of our subgroup. A possible barrier may be that students from subgroups do not feel that they are capable of a positive experience in STEM or they are unaware of how what is experienced in STEM can be transferred into classroom learning.
4. If a process that focused in on inviting specific students would occur, the problem would indicate an increase of students in subgroups participating and experiencing learning through STEM.

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 black ,asian , hispanic and multi-racial students participating in STEM will increase from 32% to a minimum of 40%, as measured by STEM registration and attendance.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.
- 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?
Encouraging classrooms environments that are collaborative and are designed as student centered rather than teacher centered. Use of frequent assessments with student feedback. Restorative practice strategies infused with content. Monitoring by administrator for alignment with Marzano Focus Model.	Principal, Curriculum Specialist, Restorative Practice Team and Teachers	Ongoing throughout the 18/19 school year.
Planning intentionally with increased rigor – Use of DBQ and anticipated questioning in lessons. Monitoring of plans by the administrator	Principal, Curriculum Specialist, and Teachers	Ongoing throughout the 18/19 school year.



Use of strategies from AVID CRT Restorative Practice, PBIS training for differentiation and meeting the needs of students- incorporate the 6 M's.		Ongoing throughout the 18/19 school year.	
	Principal, Guidance Counselor and AVID CRT Team, Restorative Practice Team		
Identify students in subgroups that would benefit Teachers, STEM Sponsors Ongoing throughout From STEM Club membership Administration	Teachers – administration – STEM Sponsors		18/19 school year
Monitor the STEM rosters	Teachers, STEM Sponsors Administration		18/19 school year
Monitor academic growth of students	Teachers and Administration		18/19 school 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
		<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



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 61 students in grades 3-5 scored either a level 1 or level 2 on FSA ELA. 70% (43) of the students scoring Level 1 or 2 on FSA ELA in grades 3-5 were students in our Black population. Of the 54 students in grades 3-5 scoring a level 1 or level 2 in FSA Math 72% (39) were in our Black population
2. We expect our performance level to decrease the percentage of students in our Black population scoring a level 1 or a level 2 in FSA ELA and FSA Math by a minimum of 25% in both subject areas.
3. The problem/gap is occurring because possible barriers may be a need for further implementation of strategies that are more culturally relevant and student centered with UDL.
4. If culturally relevant instructional strategies paired with personalized learning /UDL would occur, the problem would be reduced by a minimum of 25%.

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 at a level 1 or 2 on FSA ELA and Math will decrease by a minimum of 50% to no more than 45% in FSA ELA and more than 46% in FSA Math , as measured by 2019 FSA ELA and Math individual scores.

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	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • N/A
Student Achievement	<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. <input checked="" type="checkbox"/> 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.	<p>Expected impact –Classrooms will be more student centered.</p> <p>Expected impact- higher level of engagement to foster learning.</p> <p>Expected impact- Classrooms will employ strategies associated with the 6 M’s, AVID CRT and UDL- increase in student engagement.</p>
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 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 type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Lesson will be able to be planned with specific data to assist teachers in making educational decisions when planning. Increase of learning experiences for students in order to amplify their learning and increase their opportunities to learn.



Subgroup Goals

Student Discipline	<input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Expected Impact staff will have opportunities to learn more specific strategies associated with SEL and transfer this into their classrooms and interactions with students.
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"> Students that are identified will receive interventions consistently and with fidelity.
Minority Hiring	<input 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	<ul style="list-style-type: none"> Generally speaking Lakeview has a low turnover rate. As teachers are nearing retirement will utilize supports from the district to seek out qualified candidates that can add diversity to our 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?
AVID CRT Team attending training	Principal/AVID CRT Team	Summer 2018
Restorative Practice Team attending training	Principal/Restorative Practice Team	Summer 2018
SEL Training	Guidance Counselor	Summer 2018

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 Practice/PBIS/AVID CRT Trainings/Seminars/PLCs		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty and Curriculum Meetings		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 based on May 2018 data, lakeview has 16 students that are serviced by ESE. Of the 16 students 10 participated in FSA Reading and Math. Of the 10 students 2 made growth in ELA and 1 indicated growth in Math as evidenced by FSA ELA and FSA Math 2019 test results which translates into 30% of the ESE students who participated in the taking the test.
2. We expect our performance level to be minimum of 50% of the ESE students participating in FSA to gain at least one years' worth of growth by Spring of 2019.
3. The problem/gap is occurring because several of these students had a change in the teacher delivering the ESE services at mid -year. Students also based on need may need to have a push in model /inclusive in the classroom. In the past ESE services were pull out
4. If consistent ESE strategies , change of delivery model for those that would benefit would occur, the problem would be reduced by 20%.

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 gaining at least one years' worth of growth will increase from 30% to 50%, as measured by as measured by FSA Ela and FSA Math by Spring of 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.
- Choose Strategy

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

WHAT How are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement delivery models that is based on student need. Inclusive in the classroom	Teachers, MTSS, VE Resource Teacher	Ongoing throughout the 18/19 school year
Teach/Model practices that support foundations of literacy and math skills	Teachers, MTSS. VE Resource Teacher	Ongoing throughout the 18/19 school year
Differentiated instruction within the Ge. Ed classroom	Teachers, MTSS. VE Resource Teacher	Ongoing throughout the 18/19 school year

2. MONITORING:

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



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice/PBIS/AVID CRT Trainings/Seminars/PLCs	All instructional staff and administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty Meetings, Curriculum Meetings and MTSS/SBLT Meetings	All instructional staff and administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	All instructional staff and administration.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 75 students that are in grade 3-5 and serviced by gifted took part in FSA ELA and FSA Math. Of these students a total of 10 students scored a level 1 or a level 2 in FSA ELA and a total of 7 scored a level 1 or a level 2 in FSA Math, as evidenced by individual student FSA ELA and FSA Math scores. We expect our performance level to be that no students that are serviced by gifted scores less than a level 3 in FSA ELA or FSA math, as evidenced by 2019 FSA ELA and 2019 FSA Math assessments.
2. We expect our performance level to be no students serviced by gifted to score below a level 3 in FSA ELA or FSA math by Spring of 2019.
3. The problem/gap is occurring because possible barriers may be that students are in need of increased rigor and of transfer of strategies with in the gifted classroom as well as in the general education classroom.
4. If more student-centered classroom with rigor and purposeful transfer in all class would occur, the problem would be reduced by a minimum of 90%.

5. SMART GOALS:

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

The percent of gifted students in grades 3-5 that are serviced by gifted will increase from 90% in FSA ELA to 100% and will increase from 87% to 100% in FSA Math as measured by 2019 FSA ELA and math assessments..

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- 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?
Provide all instructional staff training in the Marzano Focused Model in order to assist in planning for rigor and differentiation,	Principal/ Teachers of Gifted Studies	Ongoing
Provide all instructional staff training in AVID CRT to enhance differentiation	Principal/ Teachers of Gifted Studies	Ongoing
Offer opportunities for teachers of gifted studies to attend training to support the above strategies including differentiation for the gifted learner.	Principal/ Teachers of Gifted Studies	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



Subgroup Goals

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
Marzano Focused Model	26/All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT	26/ All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development that supports the development of differentiation for the Gifted Learner. Space Port Area Conference for Educators at Kennedy Space Center	Teachers of Gifted Studies	<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"> Designate specific conference weeks that are scheduled strategically throughout the year with ample time in the instructional calendar for improvement to occur Specific contact with families through the agenda and phone calls home regarding progress and positive trends. 	<ul style="list-style-type: none"> Principal and Teachers 	<ul style="list-style-type: none"> Ongoing throughout the year. Specific Conference Weeks- 9/10-9/14, 2/4-2/8 and 4/22-4/26
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Based on student need – teachers to provide families with learning materials that can assist students Provide and encourage use of Beyond the Classroom activities 	<ul style="list-style-type: none"> Principal and Teachers along with PTA Media /Tach Specialist 	<ul style="list-style-type: none"> Various PTA meetings throughout the school year- Open House,8/2018 Midterm Open House- 1/2019
3. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Provide opportunities for families to be involved with the school through volunteering opportunities, reach out from the school , community; continue with our Lakeview Habitat for Humanity Team 	<ul style="list-style-type: none"> Teachers, Principal, Volunteer Coordinator 	<ul style="list-style-type: none">

4. 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

5. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will be provided with the opportunity to attend trainings that foster family and community engagement such as Family Friendly schools, Collaborating for Success, High Impact Classroom Family Engagement, Dual Capacity Family Engagement Team Training. This can also become a part of the teachers' Professional Development Plan		<input 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
Karlos	McClary	Black	Business/Community
Susan	Garcia-Nikolova	Hispanic	Principal
Sheila	Stenger	Hispanic	Support Employee
Joe	Tran	Asian	Business/Community
Mark	Baker	Black	Parent
Sara	Smith	White	Teacher
Catherine	Wendell	White	Parent
Reem	Abedrebbo	White	Parent
Cynthia	Durant	Black	Teacher
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

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

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	[Describe each support on a separate row] TBA	[InTBASsert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row] TBA	[ITBAnsert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row] TBA	TBA[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] TBA	TBA[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.)	\$ [I\$648.00 was voted on an spent at the end of the 17/18 school year to provided conference fees for our teachers of Gifted Studies to attend Space Port Area Conference for Educators at Kennedy Space Center.
	[Describe categories on a separate row]	Click or tap here to enter text.
	[Describe categories on a separate row]	[Insert Amount]



Budget and Other Requirements

6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [At the time of this writing we currently have a balance of \$1, 811.11]		