



# School Improvement Plan SY 2018-19

## LEALMAN AVENUE ELEMENTARY SCHOOL

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

## Table of Contents

<b>Continuous Improvement</b> .....	<b>3</b>
<b>Goals</b> .....	<b>9</b>
<b>Conditions for Learning</b> .....	<b>10</b>
A. ELA/Reading Goal .....	13
B. Mathematics Goal.....	15
C. Science Goal.....	16
E. Healthy Schools Goal .....	17
F. Academic Intervention Goal .....	18
G. STEM Goal .....	19
<b>Subgroups</b> .....	<b>20</b>
A. Bridging the Gap with Equity for All: Black Students .....	20
B. ESE (As appropriate, based on school data) .....	22
C. ELL (As appropriate, based on school data).....	23
<b>Family and Community Engagement</b> .....	<b>24</b>
<b>SAC Membership</b> .....	<b>25</b>
<b>BUDGET / SIP FUNDS</b> .....	<b>26</b>



## 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

<b>Principal:</b>	Kris Sulte	<b>SAC Chair:</b>	William Greene
-------------------	------------	-------------------	----------------

<b>School Vision</b>	100% Student Success
----------------------	----------------------

<b>School Mission</b>	Lealman Avenue Elementary commits to creating a safe consistent and caring environment. With a focus on organization, determination and meaningful work, our students will be held accountable for their learning and academic growth.
-----------------------	--

### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
458	34	140	79	17	188	0

<b>School Grade</b>	<b>2018:</b> C	<b>2017:</b> C	<b>2016:</b> C	<b>Title I</b>	YES
---------------------	-------------------	-------------------	-------------------	----------------	-----

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
<b>Proficiency All</b>	34%	31	49%	43	47%	46						
<b>Learning Gains All</b>	42%	42	57%	49								
<b>Learning Gains L25%</b>	47%	47	30%	36								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Kris	Sulte	FT	1-3 years
Equity Champion/First Grade	Lisette	Sandoval	FT	4-10 years
ESE	Megan	Collins	FT	1-3 years
ELL	Megan	Sayler	FT	1-3 years
Climate and Culture	Karen	Hubble	FT	1-3 years
Assistant Principal	Annette	Mavres	FT	11-20 years
Grade k	Jacqueline	Lamoureux	FT	4-10 years
2 <sup>nd</sup> grade	Diana	Read	FT	11-20 years
3 <sup>rd</sup> Grade	Jennifer	Miller	FT	11-20 years
4 <sup>th</sup> Grade	Coleen	White	FT	11-20 years
5 <sup>th</sup> Grade	Anthony	Ateek	FT	4-10 years
Specialist	Perry	Bentley	FT	4-10 years
<b>Total Instructional Staff:</b>	<b>38</b>	<b>Total Support Staff:</b>	<b>20</b>	



## 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 meeting proficiency will increase from 34% in ELA and 49% in Math to 55%.

### 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 meeting proficiency will increase from 34% in ELA and 49% in Math to 55%

### 3. Priority 3: Conditions for learning

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students making learning gains including the lowest 25% will increase from 38/38% in ELA and 54/31% in Math to 65%.



## 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 /Literacy Leadership <i>(using MTSS Framework)</i>	All Priorities	Monitoring Instructional Planning and Implementation of grade level standards, inclusion of culturally relevant strategies and Marzano’s Essential Strategies and Effective Techniques	<ul style="list-style-type: none"> <li>• Collaborative Planning Calendar</li> <li>• Culturally relevant PD</li> <li>• Instructional PD calendar</li> <li>• Weekly Meetings</li> </ul>	MTSS Coach	Principal Assistant Principal Social worker Reading Coach Psychologist	Weekly - Wednesdays	<ul style="list-style-type: none"> <li>• Lesson Plans aligned to standards, CR and AVID strategies</li> <li>• Progress Monitoring of tier 2 and 3 interventions</li> <li>• Walkthroughs focused on Marzano’s Conditions for Learning</li> <li>•</li> </ul>
2.	Child Study Team	Priority 3	Monitoring school action steps, and attendance and it’s	<ul style="list-style-type: none"> <li>• Bi-weekly CST</li> <li>• Tier One Action Plan</li> </ul>	Social Worker	Principal Assistant Principal DMT	2 <sup>nd</sup> and 4 <sup>th</sup> Fridays	<ul style="list-style-type: none"> <li>• Attendance Data</li> </ul>



	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
			impact on student achievement.	<ul style="list-style-type: none"> <li>• Tier two action plan</li> </ul>		Attendance Specialist		
3.	Leadership Team	All Priorities	Monitoring Instructional Planning and Implementation of grade level standards, inclusion of culturally relevant strategies and Marzano’s Essential Strategies and Effective Techniques	<ul style="list-style-type: none"> <li>• Collaborative Planning Calendar</li> <li>• Culturally relevant PD</li> <li>• Instructional PD calendar</li> <li>• Monthly PD</li> </ul>	Administration	Principal Assistant Principal MTSS Member from each team including ESE, Specialist, all grade levels, support	Monthly First Wednesday	<ul style="list-style-type: none"> <li>• PLC Discussion and Feedback</li> <li>• TL agendas</li> <li>• Lesson Plans aligned to standards, CR and AVID strategies</li> </ul>
4.	PBIS Team	Priority 2	Monitoring Student discipline data and implementation of Restorative Practices and SEL and it’s impact on student achievement.	<ul style="list-style-type: none"> <li>• Restorative Practices PD</li> <li>• SEL implementation</li> <li>• Monthly PBIS meeting and data review</li> <li>• Collaborative Planning</li> </ul>	Administration	Principal Assistant Principal MTSS Member from each team including ESE, Specialist, all grade levels, support	Monthly- 3 <sup>rd</sup> Monday	<ul style="list-style-type: none"> <li>• Discipline Data review</li> <li>• Master Schedule to include SEL</li> <li>•</li> </ul>
5.	Family Engagement Team	Priority 2	Implementation of Family Engagement Plan	<ul style="list-style-type: none"> <li>• FEFP Plan</li> <li>• Monthly Meeting</li> <li>•</li> </ul>	Principal	Principal Assistant Principal MTSS Member from each	Monthly third Thursday	<ul style="list-style-type: none"> <li>• FEFP Calendar</li> <li>• Family Attendance</li> <li>• Survey</li> </ul>



# 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
						team including ESE, Specialist, all grade levels, support		
6.	AVID	Priority 1	Implementation of AVID WICOR strategies designed to impact planning and learning.	<ul style="list-style-type: none"> <li>• AVID Summer Institute</li> <li>• Monthly Meeting</li> <li>• Cross grade Articulation</li> <li>• Collaborative Planning</li> </ul>	Assistant Principal	Principal Assistant Principal MTSS Member from each grades K-5	Monthly fourth Monday	<ul style="list-style-type: none"> <li>• Lesson Plans aligned to standards, CR and AVID strategies</li> </ul>





## 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 40 referrals. We expect our performance level to be 30 referrals by May 2019.
2. The problem/gap in behavior performance is occurring because there is a need to focus upon social emotional learning for students.
3. If daily and consistent focus on social and emotional learning would occur, the problem would be reduced by 25% , as evidenced by total referral data.
4. We will analyze and review our data for effective implementation of our strategies each month through May 2019.

**5. SMART GOAL:**

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

The number of all students receiving referrals will decrease from 12 to 10, as measured by 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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Choose Climate and Culture Strategy

**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>	• Principal	• Summer 2018
<i>Ensure at least one staff member attends and becomes a certified Trainer of RP</i>	• Principal	• Summer 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• PBIS Team	• Fall 2018
<i>Conduct learning opportunities.</i>	• PBIS Team	• 2018-19
<i>Monitor and support staff for implementation with fidelity.</i>	• Administration	• Weekly Walkthroughs
<i>Review student and teacher data on monthly basis for trends and next steps.</i>	• PBIS Team	• Monthly
<i>Update school-wide plan on a yearly basis.</i> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	• PBIS Team	• Spring 2019



### 8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
RP two day training RP Train the Trainer	Principal, Specialist, Grade k,2 and 4 teacher, MTSS Coach	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Pre-School Training	All Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices PD embedded in Monthly Faculty Meeting	All Staff	<input type="checkbox"/> Priority 1 <input checked="" 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 88%. We expect our performance level to be 94% by May 2019.
2. The problem/gap in attendance is occurring because there is a high percentage of students with chronic absenteeism (10+).
3. If closer family-school connections were maintained, the problem would be reduced by 6%.
4. We will analyze and review our data for effective implementation of our strategies during biweekly CST Meetings.

### 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 10% or more will decrease from 24% to 18%, as measured by attendance data.

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

- Strengthen the 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?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	School Social Worker	2 <sup>nd</sup> and 4 <sup>th</sup> Fridays
<i>Develop and implement attendance incentive programs and competitions.</i>	CST	2nd and 4th Fridays
<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>	CST	2nd and 4th Fridays
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	CST	2nd and 4th Fridays
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST	2nd and 4th Fridays
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT	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.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Process and procedures for accurate attendance	All Staff	<input 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 34% at proficiency or above, as evidenced in FSA.
2. We expect our performance level to be 55% by Spring ELA FSA Results 2019
3. The problem/gap is occurring because there is a lack of Culturally Responsive Classrooms and Core instructional Rigor.
4. If collaborative planning to include standards based planning, culturally relevant practices and strategies that enhance conditions for learning would occur, the problem would be reduced by 21%.

**5. SMART GOALS:**

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

The percent of all students achieving proficiency on ELA FSA will increase from 34% to 57% , as measured by FSA.

The percent of all students making a learning gains on ELA FSA will increase from 38% to 57%.

The percent of lowest 25% making a learning gains on ELA FSA will increase from 38% to 57%.

**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.
- 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?	WHO is leading this step?	WHEN is it occurring?
PD Calendar to include AVID, Thinking Maps and Marzano Effective Strategies training.	Administration	On-going
Schoolwide use of a collaborative planning structure that includes strategy discussion, analysis and purposeful planning.	Team Leaders	Weekly
Use data to plan for differentiation and intervention/enrichment while scaffolding learning to increase student performance.	Administration/Team Leaders/Classroom teachers	Weekly
Implementation of AVID, Thinking Maps and Marzano Effective Strategies	Administration	Pre-School, October, 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
Summer PD for AVID Path for Culturally Relevant Teaching	1 member each from grade K-5	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Summer Institute and Pathways	Summer Institute: Principal, Assistant Principal, Member of Grade 3,4,5  Pathways: 2 members from Grade 2	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Thinking Maps PD	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Marzano- Essential Strategies and Effective Techniques PD	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input 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 49% At proficiency and above , as evidenced in FSA.
2. We expect our performance level to be 55% by Spring Math FSA Results 2019
3. The problem/gap is occurring because core instructional rigor
4. If planning for rigorous tasks would occur, the problem would be reduced by 6%.

**5. SMART GOALS:**

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

The percent of all students achieving proficiency on Math FSA will increase from 49% to 55%, as measured by FSA.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Structure Math Planning to include anticipatory guide to allow for differentiation and scaffolding of instruction combines with task analysis.	Math Coach	On-going
HoPS- Hands on Problem Solving for all Students Grades 3-5	Community Involvement Coord.	November

**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
Anticipatory Guide Structure PD	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Embedded work with Math coach on task analysis and monitoring towards standard mastery.	Instructional Staff	<input checked="" 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 47% at proficiency and above , as evidenced in FSA.
2. We expect our performance level to be 55% by Spring 2019.
3. The problem/gap is occurring because of student non mastery of prior grade level standards.
4. If a more thorough planning for mastery at all grade levels would occur, the problem would be reduced by 8%.

**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 5th grade students achieving proficiency on Science NGSSS will increase from 47% to 55%, as measured by NGSSS.

**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.
- 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?
Master Schedule to include: specific Science and Lab times for grades 1-5 and monitoring for fidelity and use.	Assistant Principal	Fall 2018
Review of 5 <sup>th</sup> grade Science Diagnostic and Cycle data for grade level action plan to address gaps for grades 3-5	Assistant Principal	September 2018
Implementation of AVID and Thinking MAP Strategies	AVID Team	August 2018-May 2019

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Thinking Maps PD	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Summer Institute and Pathways	Summer Institute: Principal, Assistant Principal, Member of Grade 3,4,5  Pathways: 2 members from Grade 2	<input checked="" 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 on Fitness gram is 42% at proficiency and above, as evidenced in Fitnessgram.
2. We expect our performance level to be 65% by Spring 2019 .
3. The problem/gap is occurring because lack of social emotional competencies and physical endurance in our students.
4. If student master of Social Emotional Skills would occur, the problem would be reduced by 23%.

**5. SMART GOALS:**

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

The percent of all students achieving proficiency on Fitness gram will increase from 42% to 65%, 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.
- 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?
Implement Strong Kids, Strong Start Curriculum in all grade levels	PBIS Team	August 2018
Implement Restorative Practices in all grade levels to include proactive circles, morning meetings and restorative dialogue.	PBIS Team	August 2018
Physical Education Fitness Grams to include physical wellness	PE teacher	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
RP two day training 2 day Train the trainer- RP	Principal, Specialist, Grade k,2 and 4 MTSS coach	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Pre-School Training	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices PD embedded Monthly Faculty Meeting	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## F. Academic Intervention Goal

### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance in ELA is 34% at proficiency and above, as evidenced in FSA 2018 .
2. We expect our performance level to be 55% by Spring 2019 .
3. The problem/gap is occurring because students are not reading on grade level.
4. If a review student data and adjusting interventions to minimize deficiencies would occur, the problem would be reduced by 21%.

#### 5. SMART GOALS:

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

The percent of all students achieving level 1 on ELA FSA will decrease from 35% to 20%, as measured by FSA.

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

- A review student data and adjusting interventions to minimize deficiencies
- 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?
Create a personalized Learning plan for each Level 1 students matching interventions to students needs.	MTSS Coach	August – May
Road to FSA Success Mentoring	MTSS Coach	August- May
Level One Students will be assigned I Station a minimum of 60 minutes per week.	Classroom teachers	August- May

#### 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
RTI Process PD	All instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input 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 35 students enrolled in after school STEM Academies, as evidenced in enrollment data.
2. We expect our performance level to be 40 students by Fall 2018.
3. The problem/gap is occurring because of student mobility.
4. If a maintained waiting list would occur, the problem would be reduced by 5 students.

**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 number of all students participating will increase from 35 to 40, as measured by STEM Enrollment.

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

- Creation of a STEM Waiting List
- 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?
Promote STEM Academies to students and families through phone calls, meetings, morning news program, newsletter and flyers.	STEM teachers	September 2018

**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



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 29% at level 3 or above, as evidenced in ELA data on FSA.
2. We expect our performance level to be 55% by Spring 2019 .
3. The problem/gap is occurring because there is a lack culturally responsive classrooms.
4. If the implementation of culturally relevant practices would occur, the problem would be reduced by 26%.

**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 achieving proficiency on ELA FSA will increase from 29% to 55%, 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 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 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 type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>MAP data will show a narrowing of gap</li> <li>FSA data will show a narrowing of gap</li> </ul>
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 type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>MAP data will show a narrowing of gap</li> <li>FSA data will show a narrowing of gap</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Majority of 2<sup>nd</sup> graders will be screened for Gifted Services</li> <li>Increase in the Gifted/Talent Development Groups</li> </ul>
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 type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Risk ratio for African American Students will be in line with African American enrollment</li> </ul>
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"> <li>District support and guidance will have a positive impact on interventions for African American Students</li> </ul>



## Subgroup Goals

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	<ul style="list-style-type: none"> <li>African American candidates will be considered for future employment opportunities</li> </ul>
-----------------	---	--

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?
Disaggregate district data and ongoing progress monitoring data to identify and track progress.	MTSS Coach	August May
Create personalized learning plan for AA students	MTSS Coach	August- May
Utilize culturally relevant practices in classrooms	Classroom teachers	August-May
Identification of AA students for Gifted/talented groups	Gifted teacher	October- May
Implementation of SEL and RP	Classroom teachers	August- May
Utilize district guidance support for employment	Administration	On-going

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
RP two day training 2 day Train the trainer- RP	Principal, Specialist, Grade k,2 and 4 MTSS coach	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Pre-School Training	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices PD embedded in Monthly Faculty Meeting	All Staff	<input type="checkbox"/> Priority 1 <input 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 is 16% of students make a learning gain in ELA, as evidenced in FSA .
2. We expect our performance level to be 65% of ESE students to make a learning gain by Spring ELA FSA 2019.
3. The problem/gap is occurring because there is a disconnect between instruction and student needs.
4. If personalized learning plans for ESE students with monitoring would occur, the problem would be reduced by 49%.

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 4<sup>th</sup> and 5<sup>th</sup> grade ESE students making a learning gain on ELA FSA will increase from 16% to 65%, as measured by Spring ELA FSA 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).

Choose Strategy

Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Identification of ELA weaknesses and strengthens to develop Personalized Learning Plan	ESE teachers	August- May
Align monitoring plan using I Station Comprehension and Vocabulary student data	ESE teachers	August- May

2. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Guided Reading Training and Coaching	ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input 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 48% of students make a learning gain in ELA, as evidenced in FSA.
2. We expect our performance level to be 65% of 4<sup>th</sup> and 5<sup>th</sup> graders achieving learning gains by Spring ELA FSA 2019.
3. The problem/gap is occurring because of weakness of academic vocabulary acquisition and usage.
4. If implementing Thinking Maps and Vocabulary routines would occur, the problem would be reduced by 17%.

**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 achieving learning gain in ELA will increase from 48% to 65%, as measured by ELA FSA.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
PD and implementation of vocabulary routines	ELL teacher	August-May
PD and Implementation of Thinking Maps	Administration	August-May

**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
Vocabulary routines	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Thinking Maps	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input 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"> <li>• Conference Night</li> <li>• Meet teacher/ Back to School and Title One Meeting</li> <li>• Title One Compacts and PMP</li> <li>• Agenda Books for home school communication</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All year</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>• Academics nights to include: Reading, Math , Science</li> <li>• Recreational Reading Program</li> <li>• Connect for Success</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement Team</li> <li>• Connect for Success Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• All year</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>• Parent Teacher Conferences</li> <li>• SAC meetings</li> <li>• Family Engagement Events</li> <li>• IEP Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• All year</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>• PTA Events to include: Welcome Back Sock Hop, Trunk or Treat, Carnival, Movie Night, Color Run</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement Team</li> </ul>	<ul style="list-style-type: none"> <li>• All year</li> </ul>

### 5. MONITORING:

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

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<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





## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Billy	Greene	White	Parent
Amber	Ganoe	White	Parent
Malea	Souphaknot	Multi	Parent
Melissa	Oliver	White	Teacher
To	Tran	Asian	Support Employee
Annette	Mavres	White	Other Instructional Employee
Mya	McKinney	Black	Business/Community
Lesley	Robles	Hispanic	Parent
Francois	Joseph	Black	Parent
		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: 8/20/2018  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
<b>1. Academic Support</b>		<b>\$ [Insert amount for category]</b>
	HoPS presentation- Hands on Problem Solving	2,200.00
	[Describe each support on a separate row]	[Insert Amount]
<b>2. Behavioral Support</b>		<b>\$ [Insert amount for category]</b>
	Commitment to Character Book of the Month	500.00
	Student rewards each grading period for meeting behavior expectations	200.00
<b>3. Materials and Supplies</b>		<b>\$ [Insert amount for category]</b>
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>		<b>\$ [Insert amount for category]</b>
	Library Media Services Conference	300.00
	Physical Education Conference	250.00
<b>5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>		<b>\$ [Insert amount for category]</b>
	Restorative Practices Training and Book Study	500.00
	TDE	110.00
<b>6. Other (please list below)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		