



School Improvement Plan SY 2018-19

LEILA DAVIS ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



Vision and Direction

A. Vision and Direction

School Profile

Principal:	William D. Durst	SAC Chair:	Ellen Lasher
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School Vision	Leila G. Davis Elementary will exceed county and state expectations as one of the top elementary schools in Pinellas County devoted to highest student achievement, character development, individual success.
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School Mission	The mission of Leila G. Davis Elementary is to prepare students for middle school by providing nurturing and academically challenging education through the unified efforts of the total school community.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
790	2.7%	6%	14%	4.3%	73%	0

School Grade	2018: C	2017: A	2016: A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %
Proficiency All	60	66	64	70	68	72					
Learning Gains All	39	66	58	63							
Learning Gains L25%	29	55	45	53							

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current
Principal	William	Durst	FT	4-10 years
Assistant Principal	Kathryn	Gualtieri	FT	1-3 years
Teacher	Karyn	Skinner	FT	4-10 years
Teacher	Janine	Warner	FT	4-10 years
Teacher	Janet	Krueger	FT	11-20 years
Teacher	Colleen	Burr	FT	4-10 years
Teacher	Elizabeth	McGovern	FT	4-10 years
Teacher	Lynn	Schew	FT	20+ years
Guidance Counselor	Vanessa	Lofstedt	FT	Less than 1 year
Media Specialist	Shannon	Scott	FT	11-20 years
Head Plant Operator	David	Menard	FT	1-3 years
Secretary/Bookkeeper	Alzena	Patten	FT	4-10 years
Total Instructional Staff:	58		Total Support Staff:	34



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 instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in English Language Arts (ELA) will increase from 60% to 75% and all students achieving proficiency in Mathematics from 64% to 80%. [Click or tap here to enter text.](#)

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency in ELA will increase from 60% to 75% and all students achieving proficiency in Mathematics from 64% to 80%.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students making learning gains in ELA and Mathematics will increase from 39% in ELA and 58 % in Mathematics to 65% in ELA and 70% in Mathematics.



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.	MTSS	All Priorities	<ul style="list-style-type: none"> Monitor Tier 1 Standards performance data Monitor Tier 2 & 3 Behavioral and academic 	<ul style="list-style-type: none"> Input of data into school database Prep PLC agendas Observational data Determine student needs for FBA, PSW, etc. 	<ul style="list-style-type: none"> School Psychologist School Counselor 	Principal, AP Guidance, Psychologist, Data Champions, VE Resource	Weekly	<ul style="list-style-type: none"> Input of students in Tier 2 /3 school database Intervention documentation in IStation
2.	Equity Team	Priority 3	Monitor equitable design of instruction and implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> PBIS Implementation Restorative Practices AVID CRT 	Administration , Restorative Practices Train the Trainer	All Staff	Monthly	<ul style="list-style-type: none"> Teacher planning Circles in classrooms Observations Survey of stakeholders



	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
				<ul style="list-style-type: none"> Stakeholder surveys Equity Champions 				
3.	Child Study Team	All Priorities	Monitor attendance trends	<ul style="list-style-type: none"> Review Attendance in Schools Profiles Meeting Minutes 	Social Worker	Social Worker Principal Office Clerk DMT	Bi-weekly	<ul style="list-style-type: none"> Meeting notes Truancy letters
4.	School Leadership Team (SLT)	All Priorities	Communicate and gather instructional and operational input from team leaders.	<ul style="list-style-type: none"> Meeting agendas Meeting minutes Follow-up correspondence 	Administration	Administration , Team Leaders, Support Leaders	Monthly	<ul style="list-style-type: none"> Meeting Notes Grade level notes
5.	Content Committees (ELA, Mathematics, Science, Thinking Maps, etc.)	All Priorities	Monitor instructional implementation of grade-level content standards to increase student FSA proficiency	<ul style="list-style-type: none"> Vertical grade level planning Family engagement nights for curriculum 	Content Committees	All instructional staff	Monthly	<ul style="list-style-type: none"> Planned and completed student work requiring practice with complex text and its academic language Lesson plans aligned to standards, with targets and Learning Boards
6.	SIP Goal Team	All Priorities	Improvement student performance	<ul style="list-style-type: none"> Fidelity of SIP creation, implementation, and monitoring of goals. Pre-school training 	Administration & SIP Team	All stakeholders	Summer (creating) Following Fall, Winter, Spring MAP Assessments	<ul style="list-style-type: none"> Improvement of proficiency performance on standards



	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
7.	Thinking Maps Team	Priority 3	To increase conceptual organization and increase rigorous tasks	<ul style="list-style-type: none"> • 2nd year of school-wide implementation • Weekly roll-out of each map • ½ day DWT workshop 	Teachers	Students	Bi-Monthly	<ul style="list-style-type: none"> • Student work displayed • Used in journals • Planning for writing • Student choice when organizing knowledge.

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 that males account for 82% of referrals. We expect our performance level to be 50% by May 2019.
1. The problem/gap in behavior performance is occurring because there has been a large disparity between our male and female students .
2. If Culturally Responsive Teaching and Restorative Practices would occur, the problem would be reduced by 32%, as evidenced by a decrease in behavior incidents by our male students. *(include data to validate your hypothesis.)*
3. We will analyze and review our data for effective implementation of our strategies by using Schools Profiles and Behavior Tracking Form data.

4. 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 male student referrals will decrease from 82% to 50%, as measured by Referrals in FOCUS and Behavior Tracking data.

5. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • Amy Baker • William Durst • Kathryn Gualtieri • Vanessa Lofstedt 	<ul style="list-style-type: none"> • June 27-28, 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • Vanessa Lofstedt 	<ul style="list-style-type: none"> • July 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • Amy Baker • William Durst • Kathryn Gualtieri • Vanessa Lofstedt 	<ul style="list-style-type: none"> • June 2018
Conduct learning opportunities.	<ul style="list-style-type: none"> • (Admin) 	<ul style="list-style-type: none"> • daily
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> • (Admin) 	<ul style="list-style-type: none"> • daily



Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none">• (MTSS Team)	<ul style="list-style-type: none">• weekly
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">• PBIS Team	<ul style="list-style-type: none">• monthly
Create and Conduct stakeholder surveys for Restorative Practices	<ul style="list-style-type: none">• Equity Team	<ul style="list-style-type: none">• September, January, April



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 95.2%. We expect our performance level to be 98% by May 2019.
1. The problem/gap in attendance is occurring because correlation between attendance and achievement is not understood.
2. If targeted information was communicated directly to individual parents on the attendance/achievement correlation, the problem would be reduced by 2.8 %.
3. We will analyze and review our data for effective implementation of our strategies by Bi-Monthly in CST.

4. SMART GOAL:

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

The percent of all students who miss more than 10% will decrease from 11% to 7%, as measured by attendance rate.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Administration, Guidance Counselor, Social Worker	Pre-School training, ongoing throughout year
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child Study Team (CST)	Ongoing
Develop and implement attendance incentive programs and competitions.	CST and SLT	Summer 2018
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST	Fall 2018
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Bi-weekly CST meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Bi-weekly CST meetings
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT, Office Clerk	Daily

7. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review of attendance policies and procedures by CST and school to home communication expectations of attendance policy.	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60%, as evidenced in FSA 2018.
1. We expect our performance level to be 75% by 2019 FSA.
2. The problem/gap is occurring because of teacher planning and instruction.
3. If high leveraged strategies that support Standards-Based Planning and Instruction occurs, the problem would be reduced by 15%.

4. 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 ELA proficiency will increase from 60% to 75%, as measured by 2019 FSA. Overall Student *Learning Gains* will increase from 39% to 65% and *Learning Gains* of the Lowest 25% will increase from 29% to 65% as measured by 2019 FSA.

5. 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.
- 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.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
General education and ESE teachers intentionally plan weekly instruction aligned with a high-level of rigor by using Marzano’s Taxonomy DOK and adjust instruction through the use of talk, task, and student needs.	Teachers Grade level teams Administration	Weekly
Ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade levels as well as the calendar year.	Teachers Grade level teams	Daily
Teachers and students analyze tasks using reading and writing rubrics to determine where students are in relation to the standard and what is next.	Teachers Grade level teams	Daily
Eliminate barriers in scheduling to preserve core instructional time.	Teachers Grade level teams Administration	Summer
Use of MAP and OPM standards performance data to communicate progress with all stakeholders. (Data walls in classrooms, individual student data portfolios, and via parent communication folders)	Administration Teachers Students Parents	Following MAP cycles and formative assessments as needed
Students will actively participate in creating, reading, and using thinking maps to gain better understanding of content and a higher (DOK)	Thinking Maps team	Daily
Create classes based on performance, ESE, Gifted, and ESOL placement.	Administration	Summer 2018



Subgroup Goals

Teachers and administration participate in weekly collaborative planning hubs to create rich tasks/activities and formative assessments that are aligned to specific standards performance.	Teachers Administration	Weekly
Ensure L25 students participate in daily small group instruction using the <i>Jan Richardson's Guided Reading Routine</i>	Teachers	Dsily

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Instructional Rounds for all teachers and TDEs for intermediate ELA teachers to observe high-impact teachers at schools with high ELA Learning Gains	Teachers Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teachers meet in bi-weekly PLC's/conduct data chats to review student performance on standards.	Teachers Grade level teams Administrators	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Protocols for weekly ELA Planning Hubs	Teachers Administrators	<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 64%, as evidenced in 2018 FSA
1. We expect our performance level to be 75% by 2019 FSA.
2. The problem/gap is occurring because of teacher planning and instruction.
3. If high leveraged strategies that support Standards-Based Planning and Instruction would occur, the problem would be reduced by 16%.

4. 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 math proficiency will increase from 64% to 75%, as measured by 2019 FSA. Student *Learning Gains* will increase from 58% to 75% as measured by 2019 FSA. *Learning Gains* of the Lowest 25% will increase from 45% to 60% as measured by 2019 FSA

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Create classes based on performance, ESE, Gifted, and ESOL placement.	Administrators	Summer 2018
Gifted teachers include applicable math standards into their instruction.	Gifted teachers	August – May
Teachers and administration participate in weekly collaborative planning hubs to create rich tasks/activities and formative assessments that are aligned to specific standards performance.	Teachers Administration	Weekly
Use of MAP and OPM standards performance data to communicate progress with all stakeholders. (Data walls in classrooms, individual student data portfolios, and via parent communication folders)	Administration Teachers Students Parents	Following MAP cycles and formative unit assessments as needed
Students will actively participate in creating, reading, and using thinking maps to gain better understanding of content and a higher (DOK)	Thinking Maps team	Daily

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

- Priority 1 Priority 2 Priority 3



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Ongoing professional development that is created, adapted, and planned by SLT, administration, and high-impact teachers.	Teachers grades 1-5 Appropriate math pro development facilitator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Identify and use available district and state math planning resources during weekly planning hubs.	Teachers grades 1-5 Appropriate math pro development facilitator	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Use of protocols for weekly Math Planning Hubs	Teachers Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 68, as evidenced in FCAT – 5th grade science.
1. We expect our performance level to be 80 by April 2019.
2. The problem/gap is occurring because of teacher planning and instruction.
3. If high leveraged strategies that support Standards-Based Planning and Instruction would occur, the problem would be reduced by 12%.

4. 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 science proficiency will increase from 68% to 80%, as measured by 2019 SSA.

5. 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.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize science lab with fidelity where grades one through five will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.	Lab Managers, administration	Year long
Use of 5 th grade Science diagnostic data of 3 rd and 4 th grade science standards for formation of ELP remediation.	5 th grade teachers	Ongoing
Students will actively participate in creating, reading, and using Thinking Maps to gain better understanding of content and a higher (DOK)	Instructional staff	Ongoing
Teachers will identify instructional resources to support the on-going review with an emphasis using and informational text and domain specific vocabulary.	Science Content Committee	Monthly
Teachers and administration participate in weekly collaborative planning hubs to create rich tasks, activities, and formative assessments that are aligned to specific standards performance.	Teachers Administration	Weekly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional Learning Communities (PLCs)	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Just in Time Coaches with a focus on rigorous science tasks	Grades 3-5 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is eligible for silver status in 3 out of the 6 modules, as evidenced in the Alliance for a Healthier Generation-Healthy Schools Program Assessment.
1. We expect our performance level to be working towards being eligible for silver status in 4 out of 6 of the modules by improving in an item on the assessment by May 2019.
2. The problem/gap is occurring because as a healthy school team we are prioritizing the healthy school items that we want to improve in.
3. If our Healthy School Team working on an action step on the Healthy School Assessment would occur, the problem would be reduced by we will make progress in becoming eligible for silver status in 4 out of 6 modules on the Healthy School Assessment.

4. SMART GOALS:

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

As a school, we will increase from being eligible for silver status in 3 out of 6 modules to working towards being eligible for silver status in 4 out of 6 modules, as measured by The Alliance for a Healthier Generation-Healthy Schools Program Assessment.

5. 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.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
We will meet as a Healthy School Team to develop an action plan to improve in one of the items on the Healthy School Assessment so that we can work on achieving silver status in another module on the Healthy School Assessment. We will meet to monitor our progress on this goal.	Wellness Champion	Monthly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy School Team Leader will attend trainings as they are offered by the district.	Healthy School Team Leader	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly meetings to learn practices that promote schoolwide health and wellness	Healthy Schools Team – all staff are invited	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40% scoring at a Level 1 or 2, as evidenced in 2018 FSA for ELA.
1. We expect our performance level to be 25% by May 2019.
2. The problem/gap is occurring because of a greater need for culturally relevant and responsive planning and instruction.
3. If culturally relevant and responsive planning and instruction would occur, the problem would be reduced by 15%.

4. 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 or 2 on FSA ELA will decrease from 40% to 25%, as measured by 2019 FSA.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Recommitment to small group reading instruction (Jan Richardson routine)	Administration Teachers	Daily
Develop an Extended Learning Plan to ensure a variety of options for enrichment and remediation are to all students in grades 2-5	Administration	July 2018
Collaborative planning hubs with general education teachers, administration, and VE Resource teachers to create differentiated steps towards engaging in complex tasks for ESE grouped classrooms.	Teachers, VE Resource	Weekly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Jan Richardson Guided Reading refresher	Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Responsive Teaching for all students	Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Review of IStation intervention resources and documentation of Tier 2 students in IStation.	Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 64% proficiency in Math and 68% proficiency in Science, as evidenced in 2018 Math and Science FSA.
1. We expect our performance level to be 75% proficiency in Math and 80% proficiency in Science as evidenced by 2019 FSA.
2. The problem/gap is occurring because of limited access and implementation of rigorous STEM tasks.
3. If greater implementation of rigorous STEM tasks would occur, the problem would be reduced by 11% in Math and 12% in Science.

4. SMART GOALS:

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

The percent of all students participating in STEM activities will increase from 10% to 100%, as measured by participation in STEM Academies and school-wide STEM initiatives.

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

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All classes K-5 will participate in MakerSpace activities at least once each month	Teachers Media Specialist	Monthly
Maintain maximum participation in 2 Primary and 2 Intermediate STEM Academies	STEM Academy Teachers	Fall 2018
Social and emotional skills incorporated through STEM activities in all classrooms?	All Teachers	Weekly
Design & implement thematic school-wide challenges	All teachers	Monthly
Afterschool STEM clubs, such as IC3Spark certification and Coding Club	Administration	Weekly

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

- Priority 1
- Priority 2
- Priority 3

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

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



Subgroup Goals

Quarterly STEM activities with teachers as participants	Instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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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 64% scoring level 1 or 2 in ELA and 48% scoring level 1 or 2 in Mathematics, as evidenced in 2018 FSA. , as evidenced in 2018 FSA.
1. We expect our performance level to be 25% in ELA and 20% in Mathematics by May 2019.
2. The problem/gap is occurring because culturally responsive planning and instruction.
3. If intentional, collaborative, and equitable planning would occur, the problem would be reduced by 39% in ELA and 32% in Mathematics.

4. 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 will decrease from 64% scoring level 1 or 2 in ELA and 48% scoring level 1 or 2 in Mathematics to 25% in ELA and 20% in Mathematics, as measured by 2019 FSA.

5. **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"> •
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"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families.	<ul style="list-style-type: none"> • Increased all student engagement in learning environment and performance on 2019 FSA for ELA.
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 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"> • Increase enrollment percentage of black students in gifted and enrichment ELP opportunities
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <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	<ul style="list-style-type: none"> • Presently there are no gaps for behavior. Our Black students are least likely to experience discipline issues.



Subgroup Goals

ESE Identification	<input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Timely and targeted interventions designed to provide supports for students in a general education setting.
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"> Increase number of applicants interviewed for positions.

6. **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

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?
Using the 6M framework during collaborative planning and classroom instruction	Teachers	Weekly
Use of MAP and OPM data to inform next steps in planning and instruction	Administration, Data Champions	Bi-weekly data PLC
Ensure that black students are equally represented in ELP enrichment opportunities.	Administration, Teachers	Fall 2018, Winter 2019

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
6M's of culturally responsive instruction	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing Progress Monitoring tracking and using data from formative assessments in ELA and Mathematics between MAP cycles.	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Book Study <i>Better Than Carrots and Sticks</i>	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 29% of students making gains in ELA, as evidenced in 2018 FSA data.
1. We expect our performance level to be 60% by Spring 2019.
2. The problem/gap is occurring because of a lack in collaborative teacher planning and instruction.
3. If high leveraged strategies that support Standards-Based Planning and Instruction would occur, the problem would be reduced by 31%

4. SMART GOALS:

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

-The percent of ESE students making Learning Gains in ELA will increase from 29% to 60%, as measured by FSA.

-Students requiring ESE services work towards mastery of meaningful IEP goals in their Least Restrictive Environment (LRE)

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 are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Plan intentionally and collaboratively for specially designed instruction to address IEP goals and grade level standards	Teachers	Weekly
Collect and interpret data between iStation, OPM and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need including regular and purposeful adjustment to accommodations and interventions.	Administration, Teachers	Bi-weekly
Document interventions administered in iStation and preserve accountability for consistent instructional time in order to implement specially designed instruction according to student IEPs.	Teachers Administration	First and second week of each month

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



Subgroup Goals

School Improvement Plan 2018-19

Crosswalk of Student Services available and qualifications for each program	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Metacognitive strategies for ESE Students	All instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Scaffolding ESE students for high-level performance tasks	All instructional staff	<input 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 71% scoring level 1 or 2 in ELA and 62% scoring level 1 or 2 in Mathematics, as evidenced in 2018 FSA.
1. We expect our performance level to be 50% scoring level 1 or 2 in ELA and 45% scoring level 1 or 2 in Mathematics by 2019 FSA.
2. The problem/gap is occurring because of need for collaboration with classroom teachers and changes in servicing .
3. If collaborative planning and a “push-in” service model would occur, the problem would be reduced by 21% in ELA and 17% in Mathematics.

4. SMART GOALS:

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

The percent of ELL students scoring a level I or II in ELA and Mathematics will decrease from 71% in ELA and 62 % in Math to 50% in ELA and 45% in Math, as measured by 2019 FSA.

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ELL assistants will collaboratively plan with classroom teachers utilizing the language proficiency data “Can do” descriptors and the WIDA elevation reports.	Classroom teachers	weekly
Monitor implementation of effective and differentiated lessons that engage students in advanced learning and language proficiency across the curriculum and provide specific, ongoing feedback	Administration	weekly
Focused communication with parents on student performance and progress	Classroom assistants, ELL assistants	ongoing

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. 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



Subgroup Goals

Professional development in PLC's on use of WIDA "Can do" approach and strategies for all teachers	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLC's and planning hubs that focus on Culturally responsive materials used and instructional strategies	ELL assistants, Classroom teachers, administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input 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 52% of gifted students making Learning Gains in ELA, as evidenced in 2018 FSA.
1. We expect our performance level to be 80% making Learning Gains in ELA by May 2019.
2. The problem/gap is occurring because a need for differentiation and generating authentic interest in text.
3. If high-engagement strategies are used, the problem would be reduced by 28% on FSA.

4. 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 making Learning Gains in ELA will increase from 52% to 80%, as measured by 2019 FSA.

5. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*
- Strengthen staff ability to engage students in complex tasks.
 - Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
 - Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Grouping of Gifted students into focused classrooms	Administration	Summer
Gifted teachers to participate in Collaborative Planning Hubs with general education teachers.	Administration/Team leaders	Weekly
Data Chats between Gifted and grouped general education teacher.	Administration	Following each MAP cycle and unit assessments

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. 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
Gifted Micro-credential professional development to be offered at Davis.	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing professional development at PLC's and monthly curriculum meetings.	Instructional staff	<input 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 regarding student performance.	<ul style="list-style-type: none"> • Every parent is provided the opportunity to meet with their child's classroom teacher to review all student performance data and understand how to support progress at home. • Data folders will be used to communicate ongoing progress in each subject area. 	<ul style="list-style-type: none"> • Classroom Teachers • Administration 	<ul style="list-style-type: none"> • Ongoing • Following each MAP administration
1. Provide academic tools to families in support of student achievement at home.	<ul style="list-style-type: none"> • Content committees will coordinate curriculum events designed to help engage parents in our academic programs and technologies. • Continue our tutoring outreach program at Turnbury apartment community that allowed us to connect with many of our Hispanic families and Economically Disadvantaged students. 	<ul style="list-style-type: none"> • Principal • Content Committees • Assistant Principal 	<ul style="list-style-type: none"> • Throughout the Year • October-April
2. Effectively communicate with families regarding school initiatives, processes and procedures	<ul style="list-style-type: none"> • Varied means of school-wide communication will be used to reach all families including: U.S. Mail, Peachjar, school website, marquee, phone, e-mail, text, Facebook, and Twitter • Communication about classroom processes and procedures • Weekly Reminders sent to parents for all events and activities. 	<ul style="list-style-type: none"> • Administration • Family & Community Liaison. 	<ul style="list-style-type: none"> • Ongoing • Open House
3. Establish new and maintain existing positive relationships with families and community partners.	<ul style="list-style-type: none"> • We will continue the many successful programs organized by PTA / All Pro Dads including: Spring Fling, bingo night, movie night, Trunk or Treat, kickball games chapter that invite families to come together and socialize. • Kiwanis BUGS program • Mentor program 	<ul style="list-style-type: none"> • Family and Community Liaison • PTA • SAC 	<ul style="list-style-type: none"> • Ongoing



		<ul style="list-style-type: none"> Family and Community Liaison – Dominica Reed 	
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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
PTA General Meetings	All Stakeholders	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum Nights for each content area	All stakeholders	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Volunteer Orientation	Family/Community Liaison	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Celebrating for Success: High Impact Classroom Family Engagement.	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
William	Durst	White	Principal
Kathryn	Gualtieri	White	Other Instructional Employee
Joann	Correira	White	Parent
Michelle	Fleming	White	Parent
Tera	Ester	White	Parent
Kimberly	Brown	Black	Parent
Dominica	Reed	White	Support Employee
Cherie	Green	White	Parent
Ellen	Lasher	White	Business/Community
		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	\$ 750
	Thinking Maps	\$750
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ 1,500
	Confratute at the University of Connecticut	1,500
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 1,500
	TDE's for professional development	\$1,000
	Stipends for School Improvement	\$500
6.	Other (please list below)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 3,750		