School Improvement Plan
SY 2018-19

MADEIRA BEACH FUNDAMENTAL K-8

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

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Continuous Improvement

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

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

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

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

A. Vision and Direction

School Profile

Principal:	Chris Ateek	SAC Chair:	Eric Ladjimi

School Vision	100% Student Success

School Mission	Madeira Beach Fundamental will provide a rigorous student-centered learning environment to ensure 100% student success by working collaboratively with all faculty, staff, and community stakeholders.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
1376	59	36	139	44	1088	10

School Grade	2018 A	2017 A	2016 A	Title I	NO

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	76	79	87	85	86	79	90	95	81	73		
Learning Gains All	62	68	71	73								
Learning Gains L25%	54	62	68	68								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Chris	Ateek	FT	4-10 years
Equity Champion	Sara	Courtney	FT	4-10 years
ESE	Stephanie	Hall	FT	4-10 years
ELL	Malinda	Motte	FT	4-10 years
Climate and Culture	Chris	Ateek	FT	4-10 years
Assistant Principal	Brooke	Crandall	FT	4-10 years
Assistant Principal	Carolyn	Altenore	FT	1-3 years
Total Instructional Staff:	81		**Total Support Staff:**	32

⬡ **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%.

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1. Priority 1: Standards-based instruction with a focus on literacy

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 will increase from 76% to 80%.

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 achieving proficiency in English/Language Arts will increase from 76% to 80%.

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 achieving proficiency in English/Language Arts will increase from 76% to 80%.

C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school's common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school's improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	• Training on Lesson Planning Resources • Preconference • Weekly instructional Reports • Preparation of PLC agendas	Principal	Assistant Principals	Weekly	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language*
2.	Equity Team (Restorative Practice, PBIS Group)	Priority 3	Monitor implementation of equitable grading practices, restorative practice plan, and positive behavior support system	• Provide training to staff on equity and restorative practices • Prepare agendas for PLC to discuss data related to	Principal, Equity Champion, Equity Team	Faculty and staff	Ongoing as needed	• Weekly community circles (or Monday Morning meetings) are held campus-wide with fidelity and success • Equitable grading practices are identified and

	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
				equity, restorative practices, and PBIS • Prepare topics for community circle meeting • Design and monitor incentives for PBIS				implemented by grade level/department • Positive behavior supports are put in place and used to reduce incidents of concern
3.	Child Study Team	Priority 2	Monitor attendance, academic and behavior interventions.	• Monitor attendance data to identify students with high numbers of absences • Review academic data (grades) and cycle performance data to identify candidates for ELP • Monitor infraction, demerit, and discipline infractions to identify candidates for the Fundamental	SBLT team	School Psychologist Social Worker ESE Liaison Principal Assistant Principals	Biweekly	• Number of students with absences are identified and absences are addressed with student and parent • Students in need of academic interventions are appropriately placed in support programs and academic performance improves • Students in need of support with fundamental guidelines are supported through classroom interventions and the Fundamental Success Program and

	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
				Success Program				the number of infractions is reduced
4.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	Priority 1	Monitor use of district-provided curriculum guides in lesson planning Monitor student performance data on MAP, FSA, and Cycle Assessments Facilitate implementation of equitable grading practices, restorative practices, and positive behavior supports Monitor the implementation of literacy (reading and writing) across the curriculum	• Hold monthly PLC meetings by following agendas outlined by district personnel, school admin, and Equity/Restorative Practices/ PBIS Team • Plan collaboratively in alignment with standards and curriculum guides	Department Chairs and Grade Level Leaders	All classroom staff	Ongoing – monthly PLC	• Lesson plans aligned to standards, with targets and performance scales • Planned and completed student work requiring practice with complex text and its academic language • PLC Meeting Notes
5.	Tier 3 Problem Solving	Priority 2,3	Identify students in need of Tier 3 supports Determine critical elements that relate to student outcomes Allocate resources based on student need	• Participate in SBLT meetings and Child Study Team Meetings • Review academic, attendance, and behavior data as needed	Guidance Counselors	Melinda Motte Kristin Vermillion Valerie Santos School Psychologist	Biweekly and Ongoing as needed	• Students in need of support are being more successful in their area of need with reduced infractions occurring • Data includes, but not limited to ODR, infractions/demerits, attendance, and

	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
			Evaluate the relationship between the resources allocated and the outcomes of students Monitor the implementation and success of supports	• Create and implement Tier 3 supports for students as needed • Monitor implementation for success and make modifications as needed				academic-related data

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 70 Intervention and Appeals Committee meetings for students that violated fundamental guidelines and 40 office referrals issued. We expect our performance level to be 56 IAC meetings and 32 office referrals by Spring 2019.

2. The problem/gap in behavior performance is occurring because students are not part of a culturally relevant learning community in which they maintain positive relationships with teachers and administrators.

3. If teachers and staff focus on building relationships and community among all stakeholders and using restorative practices SEL, and Culturally Relevant Teaching practices would occur, the problem would be reduced by to a more equitable rate, as evidenced by the number of IAC meetings and office referrals. (*include data to validate your hypothesis*.)

4. We will analyze and review our data for effective implementation of our strategies by reviewing Intervention and Appeal committee invitations and student discipline data in biweekly S.B.L.T. meetings.

5. **SMART GOAL:**

> EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. (*include data or research to validate your hypothesis*.)

The referral rate per capita of all students being referred to the Intervention and Appeals Committee or receiving office referrals will decrease from 70 IAC Meetings and 40 office referrals to 56 IAC Meetings and 32 offices referrals (20% decrease), as measured by Intervention and Appeal Committee invitations and student discipline 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.

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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Restorative Practice Team (Ateek, Coles, Courtney, Vermillion)	• July, 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Sara Courtney	• July, 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Restorative Practice	• July, 2018

	Team	
Conduct learning opportunities.	• Restorative Practice Team	• Ongoing (Monthly)
Monitor and support staff for implementation with fidelity.	• Admin	• Ongoing (biweekly)
Review student and teacher data for trends and next steps.	• SBLT	• Ongoing (biweekly)
Madeira Beach Fundamental students will be able to follow the fundamental guidelines and make any necessary adjustments to ensure success in the fundamental program. Restorative practices and culturally responsive instruction will be put in place from the first day of school and are monitored throughout the year.	• Admin • Restorative Practice Team • All classroom staff	• August 2018 and ongoing (Monthly)
Teachers and staff will focus on building relationships and community among all stakeholders and create a positive, safe culture for the school, while still having safe guards in place when problems arise such as bullying and social issues.	• All classroom staff	• Ongoing(Monthly)
The school provides a school-wide positive behavior support system that offers a reward system that includes Commitment to Character Citizen of the Month breakfast, Manta Money (school wide currency), Recognition Day/Open Court, Positive Behavior Referrals, and an Honor Pass System. These rewards recognize and reward students who are displaying their commitment to character traits, developing their social and emotional capacity, and following the common guidelines as they help to provide a safe, secure, and healthy learning community for all stakeholders.	• PBIS Team • Admin	• Ongoing(Monthly)
All teachers participate in classroom culture building in order to build relationships and community. During this time, students get to know each other as well as teachers getting to know students. This process continues throughout the school year using community circles and restorative practices. Teachers and students work together using shared decision making to establish classroom community norms and expectations. Throughout the year, community circles (Monday morning meeting) will be held to weekly emphasize a school wide culture of honesty, respect, responsibility, and self-motivation. The increased use of community building circles will help to develop relationships and prevent problem behaviors.	• Restorative Practices Team • All classroom staff	• Ongoing(Monthly)
Teachers also review the student agenda and student expectations the first week of school. Administration reminds students of expectations during lunch and over the announcements.	• All classroom staff	• August 2018
Implementation of instructional strategies from AVID Culturally Relevant Teaching to increase engagement of diverse learners.	• AVID Site Team • All classroom staff • Restorative Practices Team	• Ongoing(Monthly)

8. **MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): ☐ Priority 1 ☒ Priority 2 ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices (IIRP)	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Introduction to Circles (IIRP)	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Teaching SEL Through Classroom Circles	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Equity Training – Equity Champions will provide professional development at least quarterly	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Culturally Relevant Teaching – Activities and strategies will be provided through the school year during professional development meetings. Resources: AVID CRT Curriculum	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 7% of students missing more than 10% of school days. We expect our performance level to be 5% of students) by May 2019.
2. The problem/gap in attendance is occurring because extenuating circumstances and extending holidays and/or unexcused absences impacted the attendance of our students.
3. If students feel a connection to a culturally relevant school community and appropriate conditions for learning would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by student attendance dashboard data.

5. **SMART GOAL:**

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

The percent of all students missing more than 10% of school will decrease from 7% to 5%, as measured by student attendance dashboard 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.

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	DMT	Preschool
Develop and implement attendance incentive programs and competitions.	Child Study Team	Ongoing
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Admin	Ongoing
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	SBLT/Child Study Team	Bi-Weekly – Tuesday morning
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team	Ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	Ongoing
Biweekly child study teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending at your school. Utilize the attendance codes for this purpose.	Child Study Team	Ongoing
Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school.	Child Study Team	Ongoing
Review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If "pending" is the most frequently used code then have an activity to develop processes to find out WHY students are missing school.	Child Study Team	Ongoing
Utilize attendance letters.	Child Study Team	Ongoing
Ensure families are aware of the importance of attendance and engage them in attendance-related activities.	Child Study Team	Ongoing

Develop attendance incentive programs and competitions including elementary recognition programs with Attendance Brag Tags, Shorts Days rewards, etc.		
Community circles (Monday morning meeting) will be held weekly to foster a sense of community among students and to allow all students voices to be heard as we explore classroom or school successes or issues and build relationships within our school community.	Schoolwide	Ongoing
AVID Academy will be held throughout the school year to provide an opportunity for middle school students to connect with the school community and for teachers to build relationships with their assigned students.	AVID Site Team	Monthly

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement

Priority(ies): ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices (IIRP)	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Introduction to Circles (IIRP)	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Teaching SEL Through Classroom Circles	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Equity Training – Equity Champions will provide professional development at least quarterly	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Culturally Relevant Teaching – Activities and strategies will be provided through the school year during professional development meetings. Resources: AVID CRT Curriculum	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work though the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measurable, 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.

A. **ELA/Reading Goal**

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 76% of students scoring at the proficient level or above, as evidenced in the Spring 2018 English Language Arts Florida Standards Assessment.
2. We expect our performance level to be 80% of students achieving ELA proficiency by Spring 2019.
3. The problem/gap is occurring because areas for remediation are not being identified for corrective instruction, especially in writing instruction.
4. If corrective instruction in areas of weakness as determined by formative assessments would occur, the problem would be reduced by 4%.

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 ELA proficiency will increase from 76% to 80%, as measured by the ELA FSA.

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

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Reading/ELA teachers	Daily
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Jonathan Knox, Reading/ELA Department Chair; ES grade-level team leaders	Monthly – 3rd Wednesday of the Month
ELA teachers utilize a planning roadmap to choose strategies and resources for use as they plan, to ensure high engagement, rigor and progress monitoring.	ELA teachers	Ongoing – monitored at monthly PLC
Teachers and students analyze tasks using rubrics to determine where students are in relation to the standard, and plan for next steps	Reading/ELA teachers	Ongoing – monitored at monthly PLC
Teachers across content areas integrate reading/literacy strategies, including the FSA writing rubric for text-based writing	Department chairs	Ongoing – monitored at monthly PLCs

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
School-based writing PD led by the Reading/ELA department	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Mini-assessments for progress monitoring	Reading/ELA teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Scoring writing with the FSA writing rubric	Reading/ELA teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Equity in Grading	All Staff and Administrative Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 87% of students scoring at the proficient level or above, and 68% of our L25 mathematics students making learning gains as evidenced in the Spring 2018 Mathematics Florida Standards Assessment.
2. We expect our performance level to be 72% of L25 students making learning gains by Spring 2019.
3. The problem/gap is occurring because data is not being utilized to differentiate and scaffold instruction to increase student performance on complex tasks that align with the complexity of the standards.
4. If effective implementation of differentiation and scaffolding of inquiry based instruction based on formative data and based on aligned with the complexity of the standards would occur, the problem would be reduced by 4%.

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 L25 in mathematics students making learning gains will increase from 68% to 72%, as measured by the Spring 2019 Mathematics Florida Standards Assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents to effectively plan for mathematics units that incorporate rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS). Teachers analyze assessment data (MAP K-5 and Cycle Assessment 6-8) by standard for their class and across the grade level.	All teachers of Mathematics content K-8, support staff, district coaches, administrators	Daily; Monthly – 3rd Wednesday of the Month
Teachers use lesson planning tools to plan purposeful questions based on anticipated student solutions and misconceptions. Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems. Teachers plan for the purposeful integration of mathematics tasks into science lessons (e.g., Students use number lines to measure liquid volume to the nearest mL and solve related real-world math problems).	All teachers of Mathematics content K-8, support staff, district coaches, administrators	Daily; Monthly – 3rd Wednesday of the Month
Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction and provide feedback to students to support learning. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback, with	All teachers of Mathematics content K-8, support staff, district coaches, administrators	Daily; Monthly – 3rd Wednesday of the Month

mathematics coach support as requested. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.		

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
Equity in Grading	All Staff and Administrative Staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Literacy in the Content Area	All Math Faculty	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Facilitated Planning Trainings	All Math Faculty	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 86%, as evidenced in SSA proficiency (level 3 and above).
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because data is not being utilized to differentiate and scaffold instruction to increase student performance on complex tasks that align with the complexity of the standards.
4. If effective implementation of differentiation and scaffolding of inquiry based instruction based on formative data and based on aligned with the complexity of the standards would occur, the problem would be reduced by 4%.

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 8th grade students achieving science proficiency will increase from 86% to 90%, as measured by the 5th and 8th Grade Statewide Science Assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
☒ Strengthen staff ability to engage students in complex tasks that align with the complexity of the standards.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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?
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructions lessons that include text-dependent questions, complex scientific thinking and inquiry tasks, and skill/strategy based groups to implement during core instruction to support success with complex tasks.	All teachers of Science content K-8, support staff, district coaches, administrators	Monthly – 3rd Wednesday of the Month
Teachers utilize systemic documents (unit cards, adopted curriculum, CPALMs, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards.	All teachers of Science content K-8, support staff, district coaches, administrators	Ongoing – Monitored at monthly PLC
Teachers monitor and provide feedback to students based on mastery of Standards to support learning	All teachers of Science content K-8, support staff, district coaches, administrators	Ongoing – Monitored at monthly PLC
Ensure implementation of literacy in science content area – including the use of grade-appropriate complex texts in science classes with authentic writing tasks in response to the text	All teachers of Science content K-8, support staff, district coaches, administrators	Walkthroughs Ongoing – Monitored at monthly PLC
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment	All teachers of Science content K-8, support staff,	Ongoing – Monitored at monthly PLC

and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	district coaches, administrators	
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	All teachers of Science content K-8, support staff, district coaches, administrators	Ongoing – Monitored at monthly PLC

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
Equity in Grading	All Staff and Administrative Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Maximizing Student Engagement with Discovery Education Techbook	All Science Faculty	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Literacy in the Content Area	All Science Faculty	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 90% proficient, as evidenced in 2018 Spring EOC Civics Assessment.
2. We expect our performance level to be 93% by 2019 Spring EOC Civics Assessment.
3. The problem/gap is occurring because classroom practices do not include enough student-centered learning environments with rigor, differentiation practices, and higher order thinking routines.
4. If teachers collaboratively plan for student-centered, scaffolded exercises that build to higher order thinking opportunities and complex tasks would occur, the problem would be reduced by 3%.

5. **SMART GOALS:**

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

The percent of 7th grade students achieving proficiency (Level 3 and above) will increase from 90% to 93%, as measured by the 2019 Spring EOC Civics Assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
☒ Strengthen staff ability to focus on collaborative lesson planning.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize supplemental resources, regularly include shorter, challenging and technical passages that elicit close and critical reading and re-reading. Using materials from 6-8 SS eLearn page and curriculum guides	All teachers of Social Studies content K-8, support staff, administrators	Monthly PLCs
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	All teachers of Social Studies content K-8, support staff, administrators	Monthly PLCs, daily evidence in the classroom
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	All teachers of Social Studies content K-8, support staff, administrators	Monthly PLCs, daily evidence in the classroom
Provide students with the opportunity to demonstrate higher order thinking strategies and processes.	All teachers of Social Studies content K-8, support staff, administrators	Monthly PLCs, daily evidence in the classroom
Utilize primary source documents at varying complexity levels throughout the year.	All teachers of Social Studies content K-8, support staff, administrators	Monthly PLCs, daily evidence in the classroom
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and	All teachers of Social Studies content K-8,	Monthly PLCs, daily evidence in the

| formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students | support staff, administrators | classroom |
| Administrators monitor teacher practice and provide feedback to support teacher growth. | All teachers of Social Studies content K-8, support staff, administrators | Monthly PLCs, daily evidence in the classroom |

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
Equity in Grading	All Staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Literacy in the Content Areas	All Social Studies Teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.

2. We expect our performance level to be silver by the May 2019 Alliance for a Healthier Generation, Healthy Schools Program Framework..

3. The problem/gap is occurring because lack of physical activity beyond the recommended number of minutes, food sold in the cafeteria does not adhere to smart snack guidelines, etc..

4. If our healthy school team monitor the implementation of administrative guidelines for wellness, the problem would be reduced and our school would have a greater opportunity to be eligible for recognition.

5. **SMART GOALS:**

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

The number of all students provided with opportunities for physical movement on a daily basis and participation in opportunities for wellness will increase from bronze status to silver status, as measured by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

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

☒ Enhance staff capacity to include culturally relevant instructional strategies that facilitate movement in lessons.

☐ 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?
Elementary students will be provided with recess, consisting of a minimum of 20 consecutive minutes of unstructured time, on a daily basis	Classroom Teachers Administration	Daily
Teachers will incorporate culturally responsive instructional strategies that facilitate meaning, models, monitoring, mouth, movement, and music. Movement strategies will facilitate movement, including movement to learning stations, movement after brief chunks of content engagement, and physical movement to respond to questions.	Classroom Teachers Administration	Walkthroughs Ongoing – Monitored at monthly PLC
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student.	Principal	August 2018
Attend district-supported professional development	Healthy School Team	August 2018 – April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – September 2018
Complete the SMART Snacks In School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019

Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School Team	Complete by April 1, 2019

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

   ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 24% of students below proficient (Level 1 or 2), as evidenced in 2018 FSA ELA Assessment.
2. We expect our performance level to be 20% by 2019 FSA ELA Assessment.
3. The problem/gap is occurring because literacy, reading and writing, skills are not being incorporated with fidelity across all curriculum areas..
4. If corrective instruction in areas of weakness in writing as determined by formative assessments and opportunities for reading and writing across all curriculum areas would occur, the problem would be reduced by 4%.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students demonstrating in Level I ELA proficiency will decrease from 10% to 5%, as measured by FSA.

The percent of all students performing below proficiency (Level 1 or 2) will decrease from 24% to 20%, as measured by the Spring 2019 FSA ELA administration.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Reading/ELA teachers	Daily
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Jonathan Knox, Reading/ELA Department Chair; ES grade-level team leaders	Monthly – 3rd Wednesday of the Month
ELA teachers utilize a planning roadmap to choose strategies and resources for use as they plan, to ensure high engagement, rigor and progress monitoring.	ELA teachers	Ongoing – monitored at monthly PLC
Teachers and students analyze tasks using rubrics to determine where students are in relation to the standard, and plan for next steps	Reading/ELA teachers	Ongoing – monitored at monthly PLC
Teachers across content areas integrate reading/literacy strategies, including the FSA writing rubric for text-based writing	Department chairs	Ongoing – monitored at monthly PLCs
Teachers across content areas will identify students in need of additional supports based on summative data (Cycle Assessments, WriteScore, MAP, etc) and refer students to the Child Study Team for enrollment in ELP opportunities	All Classroom Teachers, Child Study Team	Ongoing – monitored at monthly PLCs Biweekly Child Study Team Meeting

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
School-based writing PD led by the Reading/ELA department	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Mini-assessments for progress monitoring	Reading/ELA teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Scoring writing with the FSA writing rubric	Reading/ELA teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Equity in Grading	All Staff and Administrative Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 81%, as evidenced in the Acceleration Rate in the School Grade calculation.
2. We expect our performance level to be 85% by May 2019.
3. The problem/gap is occurring because not all stakeholders are aware of the options for enrollment in rigorous advanced courses and the supports in place to help students achieve success in these courses.
4. If all stakeholders had access to and success in rigorous advanced courses and implementation of rigorous instructional practices by all teachers in all classes would occur, the problem would be reduced by 4%.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students earning credit for acceleration coursework will increase from 77% to 89%, as measured by qualifying scores course credit scores and/or industry certifications earned.

The percent of all students earning credit for acceleration coursework will increase from 81% to 85%, as measured by qualifying course credit scores and/or industry certifications earned as measured by the Acceleration Rate..

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

☒ Enhance access to opportunities for students to engage in advanced/acceleration coursework.

☒ Strengthen teacher implementation of rigorous instructional practices.

☒ Intensify staff capacity to support students in successfully completing and attaining industry certification.

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?
Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.	All Classroom Teachers	Ongoing
Principal and School Leadership Team implement, monitor, and adjust school-wide systems for academic support for students in rigorous courses	Administration	Ongoing
AVID strategies and AVID Culturally Relevant teaching will be implemented in all classrooms	All Classroom Teachers AVID Site Team	Ongoing
Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy, but also not scheduling them above their capacity to be successful, including access to courses with industry certification	Guidance Counselors	Ongoing
Counselors support students in reviewing and interpreting their PSAT results, resulting in students setting goals for longitudinal growth.	Guidance Counselors	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
Equity in Grading	All Staff and Administrative Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Literacy in the Content Areas	All Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 101 students, as evidenced in participation in extended learning STEM related offerings (four elementary STEM clubs and two middle grades STEM clubs.

2. We expect our performance level to be 110 students by January 2019.

3. The problem/gap is occurring because teachers are not incorporating STEM-based activities throughout the curriculum to generate student interest in STEM related offerings.

4. If all teachers would plan and implement curriculum driven by problem-solving, discover and exploratory learning that actively engages students and utilizes critical thinking would occur, the problem would be reduced by 10%..

5. **SMART GOALS:**

> EXAMPLE: The percent of all students participating in STEM academy activities will increase from 77% to 89%, as measured by school based data.

The number of all students participating in extended learning STEM academy activities will increase from 101 students to 110 students, as measured by school-based STEM academy enrollment data.

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.
    ☐ 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?
Extracurricular STEM Academy will be offered at three levels – Primary (grades 2 – 3), Intermediate (grades 4-5), and Middle School (grades 6 – 8) The STEM Academy teacher will promote enrollment for the STEM Academy to all students with an increased focus on the underrepresented populations: women and minorities.	STEM Academy leaders	Beginning of school – August & September
Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model.	STEM Academy leaders	Ongoing
Utilize a STEM inquiry project throughout the duration of the STEM academy to engage student in inquiry and engineering design to be displayed at the annual PCS STEM Expo (April 2019).	STEM Academy leaders	Ongoing
STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge. Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.	STEM Academy leaders	Ongoing
Middle School students will be offered an opportunity to participate in Science Bowl extra-curricular activities.	Science Bowl leaders	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
STEM Academy Leaders Training	STEM Academy Leaders	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Literacy in the Content Areas	All Classroom Teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 78% of 8th grade AVID students earning a B or better average in their advanced course work, as evidenced in final course grades for advanced courses.
2. We expect our performance level to be 80% of all AVID students earning a B or better average in their advanced course work by final course grades for the 2018 – 2019 school year.
3. The problem/gap is occurring because AVID strategies for success are not implemented with fidelity across all classrooms.
4. If teachers collaboratively plan for student-centered, scaffolded exercises that build to higher order thinking opportunities and complex tasks and using AVID strategies would occur, the problem would be reduced by 2%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The percent of all AVID students earning a B or better average in their advanced course work will increase from 78% to 80%, as measured by final grades in advanced courses for the 2018 – 2019 school year.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Intensify focus on data to plan interventions and supports for individual students.
☒ Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.
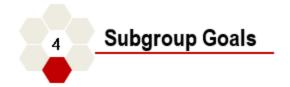☒ Strengthen staff ability to engage students for on-track promotion throughout middle school.

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?
Identify students for enrollment in the AVID program	Teachers, Families, Guidance	Spring/Summer 2018
Identify an area of strength for enrollment in an advanced course in that area	Guidance	Summer/August 2018
Monitor progress in advanced courses through Tutorials and AVID class activities	AVID Teacher	Ongoing (daily)
Monitor progress report grades, quarter grades, and cycle assessment data	Advanced Course Teachers AVID Teacher	Ongoing (quarterly)
Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.	All Classroom Teachers	Ongoing
Principal and School Leadership Team implement, monitor, and adjust school-wide systems for academic support for students in rigorous courses	Administration	Ongoing
AVID strategies and AVID Culturally Relevant teaching will be implemented in all classrooms	All Classroom Teachers AVID Site Team	Ongoing
Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy, but also not scheduling them above their capacity to be successful, including access to courses with industry certification	Guidance Counselors	Ongoing

Counselors support students in reviewing and interpreting their PSAT results, resulting in students setting goals for longitudinal growth.	Guidance Counselors	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
Equity in Grading	All Staff and Administrative Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Literacy in the Content Areas	All Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

A. Bridging the Gap with Equity for All: Black Students
DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 61.3% proficiency, as evidenced in black students scoring a Level 3 or above on the FSA ELA Assessment.
2. We expect our performance level to be 80% by Spring 2019.
3. The problem/gap is occurring because areas for remediation are not being identified for corrective instruction, especially in writing instruction and students are not being instructed using culturally relevant teaching.
4. If corrective instruction in areas of weakness as determined by formative assessments and with appropriate culturally relevant teaching strategies would occur, the problem would be reduced by 19%.

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 ELA proficiency will increase from 61.3% to 80%, as measured by the FSA English/Language Arts Assessment.

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	☒ 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. ☒ Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for African American students. ☐ Choose Strategy	• African American students will feel a connection to a culturally relevant school community that will ensure their engagement and highest student achievement. As a result the percent of African American students achieving proficiency on Cycle Assessments, MAP, WriteScores, and FSA will increase. In addition, pass rates and grade point averages for African American students will increase.
Student Achievement	☒ Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for African American students. ☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☒ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	• Restorative practices and culturally relevant teaching will be put in place from the first day of school and monitored throughout the year. As a result, African American students will feel a connection to the school community that will ensure their engagement and highest student achievement. This will result in the percent of African American students achieving proficiency on Cycle Assessments, MAP, WriteScores, and FSA will increase.
Advanced	☒ Provide training for teachers of accelerated courses that is	• Restorative practices and culturally

Coursework	specific to culturally relevant instruction to ensure engagement of African American learners. ☒ Implement universal screening for gifted identification to expand the number of African American students served within the talent development groups or identified as gifted learners. ☒ Ensure African American students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	relevant teaching will be put in place from the first day of school and monitored throughout the year. As a result, African American students will feel a connection to the school community that will ensure their success in rigorous advanced coursework. Therefore, the percent of black students achieving proficiency FSA and End of Course Exams will increase.
Student Discipline	☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. ☒ Implement Restorative Practices throughout the school. ☒ Conduct monthly discipline disparity/restorative practices training with school administrators.	• A multi-tiered system of supports will focus on identifying African American students in need and facilitating the implementation of supports in all areas to meet the behavioral, social, emotional, and academic needs of all students. As a result, the disparity in discipline infractions between African American and non-African American students will decrease.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for African American students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• Students in need of supplemental or intensive supports are identified through teacher or parent request. Evaluation to determine eligibility for ESE services is requested as appropriate and using supports from the district office. As a result, African American students needing interventions and ESE services will receive the necessary supports to ensure their success. Therefore, the percent of African American students achieving proficiency FSA and End of Course Exams will increase.
Minority Hiring	☒ Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscientious bias, equity and excellence and cultural responsiveness. ☒ Establish positive relationships with our current African American teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. ☒ Utilize supports from district office to support the recruitment and retention of African American applicants.	• All eligible candidates for an open position will be considered for hiring, including minority applicants. Current minority staff members will feel they are part of a positive work environment and that they feel a connection to the school community. As a result, the number of minority applicants will increase and the retention of African American staff members will increase.

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?
Attend district-led, two-day team training for Restorative Approaches and SEL	Restorative Practice Team	July 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	Sara Courtney	Preschool and PLC
Develop school-wide roll-out and development plan of RP/SEL.	Restorative Practice Team	Preschool and PLCs
Conduct learning opportunities as needed throughout the year on restorative practices, social emotional learning, and culturally relevant teaching practices.	Restorative Practice Team	Ongoing and PLCs
Monitor and support staff for implementation of Restorative Practice, Social Emotional Learning, and Culturally Relevant Teaching with fidelity.	Admin	Ongoing
Review student and teacher data for trends and performance of black students and next steps for intervention.	SBLT	Ongoing (biweekly)
Implementation of instructional strategies from AVID Culturally Relevant Teaching to increase engagement of diverse learners.	AVID Site Team All classroom staff Restorative Practices Team	Ongoing

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
Introduction to Restorative Practices (IIRP)	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Introduction to Circles (IIRP)	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Teaching SEL Through Classroom Circles	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Equity Training – Equity Champions will provide professional development at least quarterly	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Culturally Relevant Teaching – Activities and strategies will be provided through the school year during professional development meetings. Resources: AVID CRT Curriculum	Instructional Staff (81)	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 38.1% proficient, as evidenced in students scoring a Level 3 or above on the FSA ELA Assessment.
2. We expect our performance level to be 50% by Spring 2019 FSA ELA Administration.
3. The problem/gap is occurring because areas for remediation are not being identified for corrective instruction, especially in writing instruction..
4. If corrective instruction in areas of weakness as determined by formative assessments and with appropriate accommodations for ESE students would occur, the problem would be reduced by 12%.

5. **SMART GOALS:**

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

The percent of ESE students achieving ELA proficiency will increase from 38.1% to 50%, as measured by the FSA English/Language Arts Assessment..

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.)*

☐ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

☐ 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).

☐ 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?
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	Assistant Principal Guidance Counselors VE Liaison	Spring/Summer 2018
Provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs, and progress towards short and long-term goals.	ESE Teachers General Education Teachers	Ongoing
Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.	ESE Teachers General Education Teachers	Ongoing
Use evidence-based practices for students with disabilities to teach foundational literacy skills as a pathway to grade level work.	ESE Teachers General Education Teachers	Ongoing
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Reading/ELA teachers	Daily
Conduct regular Professional Learning Communities (PLCs)	Jonathan Knox,	Monthly

inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Reading/ELA Department Chair; ES grade-level team leaders	
ELA teachers utilize a planning roadmap to choose strategies and resources for use as they plan, to ensure high engagement, rigor and progress monitoring.	ELA teachers	Ongoing – monitored at monthly PLC
Teachers and students analyze tasks using rubrics to determine where students are in relation to the standard, and plan for next steps	Reading/ELA teachers	Ongoing – monitored at monthly PLC
Teachers across content areas integrate reading/literacy strategies, including the FSA writing rubric for text-based writing	Department chairs	Ongoing – monitored at monthly PLCs

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
School-based writing PD led by the Reading/ELA department	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Mini-assessments for progress monitoring	Reading/ELA teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Scoring writing with the FSA writing rubric	Reading/ELA teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Equity in Grading	All Staff and Administrative Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ 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 71% of our gifted students, grades 3 through 8, scored a level 4 or 5 in English/Language Arts, as evidenced in the Spring 2018 English/Language Arts Florida Standards Assessment. .

2. We expect our performance level to be 81% (the state average) by the Spring 2019 English/Language Arts Florida Standards Assessment.

3. The problem/gap is occurring because gifted students are not being properly differentiated for in all subject areas.

4. If differentiation and enrichment opportunities would occur, the problem would be reduced by 10%.

5. **SMART GOALS:**

EXAMPLE: The percent of gifted students achieving level 4 or 5 will increase from 77% to 89%, as measured by FSA.

The percent of gifted students achieving Level 4 or 5 will increase from 71% to 81%, as measured by FSA ELA data.

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 to gifted 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.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback	All teachers of K-8, support staff, district coaches, administrators	Ongoing
Pace learning for gifted learners in response to students' individual needs	All teachers of K-8, support staff, district coaches, administrators	Ongoing
Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives	All teachers of K-8, support staff, district coaches, administrators	Ongoing
Offer gifted learners opportunities for real-world problem solving that incorporate critical and creative thinking	All teachers of K-8, support staff, district coaches, administrators	Ongoing
Plan for tiered learning to utilize questions with varying "Depth of Knowledge"	All teachers of K-8, support staff, district coaches, administrators	Ongoing

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional Development on "Differentiation for Gifted Learners"	Classroom Teachers and Administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Professional Development on "Imbedding Creativity in the Content Areas" – offered at District Wide Training	Classroom Teachers and Administrators	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Student-Centered Learning with Rigor	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Formative Assessment	All teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Equity in Grading	All Staff and Administrative Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Literacy in the Content Areas	All Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards). • Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc. • Parent/family meetings/webinars to communicate school and classroom processes and procedures.	• All Staff	• Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	• Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child a home; share knowledge about their child with teacher. • Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. • • Provide families/parents with academic tools/ resources on a regular basis.	• All Classroom Teachers	• Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	• Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy. • Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.	• SAC/PTSA/Community Involvement Liaison	• Ongoing

4. Intentionally build positive relationships with families and community partners.	• Develop and implement activities to build respect and trust between home and school • Increase positive interaction with parents/families on a regular basis. • Utilize focus groups to gather parents and family input for development of school improvement.	• Community Involvement Liaison • All Classroom Teachers	• Ongoing

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
Parent University Meetings	All Stakeholders	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Parent PTSA Parent Meetings	All Stakeholders	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Family Friendly Schools	Community and Family Liaison	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Collaborating for Success: High Impact Classroom Family Engagement	Classroom teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Chris	Ateek	White	Principal
Brett	Volland	White	Teacher
Deb	Pohlod	White	Teacher
Kathy	Mohney	White	Support Employee
Eric	Ladjimi	Hispanic	Parent
Adrienne	Brown	Black	Parent
Julie	Hanson	White	Parent
Lapatia	Oliver	Black	Parent
		Select	Choose an item.
		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 and Other Requirements

6

⬢ 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**		**$ 3000**
	Instructional Materials		$3000
2.	**Behavioral Support**		**$ 1000**
	Student incentives and celebrations		$1000
3.	**Materials and Supplies**		**$ 500**
	Materials for Academic Family Engagement Opportunities		$500
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*		**$ 0**
	Registration for Subject Area Conference	N/A	
	Travel expenses for Subject Area Conference	N/A	
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*		**$ 2000**
	Evidence-based programs, professional development, and technical resources		$500
	TDEs for Teacher PD		$1500
6.	**Other** *(please list below)*		**$**
	Guest Speakers		
TOTAL $ **$6500 (based on previous year's budget)**			