School Improvement Plan
SY 2018-19

<u>MCMULLEN-BOOTH ELEMENTARY SCHOOL</u>

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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:	Susan Manche	SAC Chair:	Maggie Jordan

School Vision	100% Student Success

School Mission	To provide an educational experience that ensures optimal learning and middle school readiness.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
708	16	74	245	28	344	1

School Grade	2018: C	2017: C	2016: C	Title I	Yes

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	39	48	58	60	47	46						
Learning Gains All	36	45	51	58								
Learning Gains L25%	43	50	30	55								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Susan	Manche	FT	1-3 years
Equity Champion	Jacqueline	Poole	FT	20+ years
ESE	Alicia	Zadeh	FT	4-10 years
ELL	Nancy	Albino	FT	11-20 years
Climate and Culture	Scott	Stevens	FT	4-10 years
Total Instructional Staff:	59		Total Support Staff:	14

B. Improvement Priorities

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

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

1. Priority 1: Standards-Based Planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students performing proficiently will increase from 39% - ELA and 56% - Math to 70% in both ELA and Math.

2. Priority 2: Rigorous Student-Centered Instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students performing proficiently will increase from 39% - ELA and 56% - Math to 70% in both ELA and Math.

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students performing proficiently will increase from 39% - ELA and 56% - Math to 70% in both ELA and Math.

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 and proficiency of grade-level standards to increase student FSA proficiency*	• Routine data analysis of subject area progress monitoring to include student artifacts • Utilize progress monitoring to set PLC agendas and determine PD next steps and planning needs	Assistant Principal	• Principal • Behavior Specialist • Guidance Council • Psychologist • K-5 Grade Level Reps • Specialist Rep • Social Worker	Weekly on Mondays	• An increase in student proficiency levels • Evidence of complex text and higher level tasks within student artifacts
2.	Student Service Team/Tier 3 Problem-solving Team	All Priorities	• To ensure all students are provided the supports	• Students not successful with Tier I and Tier II interventions	Assistant Principal	• Principal • Behavior Specialist	The 4th Tuesday of the month	• Monitoring monthly follow-up to determine

	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
			necessary to be proficient	are identified and collaboratively discussed to determine next steps • New intervention/assessments are reviewed to determine follow-up		• Guidance Council • Psychologist • K-5 Grade Level Reps • Specialist Rep • Social Worker		implementation and level of fidelity • Student progress
3.	Equity Team/Champions	Priority 2	• To support teachers with the tools for implementing high-leverage strategies • To ensure all students are provided supports that are equitable	• Providing professional development opportunities	Principal	All staff	August 2018-May 2019	• Agenda and minutes of staff meetings • PLC minutes • Walk-throughs • Lesson plans
4.	Child Study Team	All Priorities	• To decrease absences and tardiness in order to increase student proficiency	• Follow the district guidelines	Guidance Counselor	• Principal • Assistant Principal • Social Worker • Psychologist	Every other Wednesday	• School attendance data • Letters sent home • Conferences/Phone calls
5.	Subject Area / SIP Team Leaders • ELA • Math • Science	All Priorities	• To monitor implementation of action steps of the school	• Meeting monthly to review subject area goals of SIP	Principal	All staff	1st Wednesday of every month	• Agenda and minutes of staff meetings • PLC minutes • Walk-throughs • Lesson plans

	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
			improvement plan • To increase student proficiency					• Revised SIP
6.	PBIS Team	All Priorities	• To monitor implementation of action steps of the PBIS plan • To increase positive student behaviors	• Meeting monthly to review progress of students and implementation of plan • Provide professional development	Behavior Specialist	All staff	Monthly	• Decrease in negative behavior data
8.	Family Engagement Team	All Priorities	• To monitor implementation of action steps of the school improvement plan • To increase family involvement	• Meeting monthly to implement actions steps of SIP • Evaluate progress	Family Engagement Leader	• All staff • All families • Community members	August 2018-May 2019	• Increase in family and community participation

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.

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 133 referrals. We expect our performance level to be 90 referrals by May 2019.
2. The problem/gap in behavior performance is occurring because a lack of school-wide fidelity for restorative practices and providing student services.
3. If fidelity increased for provision of restorative practices and student services would occur, the problem would be reduced by 5%, as evidenced by monthly referral data on the school profile to exceed no higher than 9 referrals per month. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

5. **SMART GOAL:**

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

The percent of all students receiving referrals will decrease from 8.4% to 5%, as measured by referral data on school profile.

6. **STRATEGIES:**

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

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

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

☒ 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 Practice (RP) and Social/Emotional Learning (SEL)	• Johnetta Haugabrook	• June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of Restorative Practices	• Scott Stevens • Jacque Poole	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Scott Stevens • Jacque Poole	• June - July 2018
Conduct learning opportunities of RP/SEL	• Scott Stevens • Jacque Poole	• August 2018
Monitor and support staff for implementation with fidelity of RP/SEL	• Scott Stevens • Jacque Poole • Susan Manche	• August 2018 – May 2019

Review student and teacher data on monthly basis for trends and next steps.	• Scott Stevens • Jacque Poole • Susan Manche	• August 2018 – May 2019
Update school-wide plan on a monthly basis. • Celebrate areas of growth • Update strategies for areas of improvement	• Scott Stevens • Jacque Poole • Susan Manche	• August 2018 – May 2019

8.   MONITORING:

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

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
Restorative Practices and Social/Emotional Learning	Approx. 60 Instructional Staff	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 ☒ Other

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 90%. We expect our performance level to be 95% by May 2019.
2. The problem/gap in attendance is occurring because of a lack of parental understanding and resources.
3. If parent understanding and resources would occur, the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by bi-monthly monitoring.

5. **SMART GOAL:**

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

The percent of all students missing 10% or more of school will decrease from 12% to 9%, as measured by attendance data dashboard.

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

☒ Strengthen the implementation of Tier I interventions to address and support the needs of students.

☒ Strengthen the implementation of Tier 2 interventions to address and support the needs of students.

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.	Child Service Team	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker	August 2018
Develop and implement attendance incentive programs and competitions.	• Administration • Instructional Staff	August 2018-May 2019
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	• Administration • Instructional Staff	August 2018-May 2019
Review data and effectiveness of school-wide attendance strategies on a bi-monthly basis.	Child Service Team	August 2018-May 2019
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-monthly basis.	Child Service Team	August 2018-May 2019
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	• Administration • Instructional Staff	August 2018-May 2019

8. **MONITORING:**

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

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
On-going Review attendance taking process and school-wide strategies for positive attendance with all staff.	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 39%, as evidenced in 3rd-5th FSA results.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because of the lack of rigorous student engagement and their inability to apply knowledge to the level of the complexity of assessment tasks.
4. If rigorous student engagement was increased and they were able to apply their knowledge to complete complex tasks would occur, the problem would be reduced by 31%.

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 making ELA gains will increase from 36% to 50% and the percent of lowest 35% of allstudents making ELA gains will increase from 43% to 50%, as measured by FSA .

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure that instruction is aligned to and at the level of rigor of all grade level standards. All tasks match the cognitive complexity of the standard and all assessments.	• Instructional Staff (PLC) • Administrators • ELA SIP	August 2018 – May 2019
Collaboratively plan for student-centered complex tasks deliberately designed with a trajectory of rigor and challenge utilizing strategies including: higher level questioning, explicit vocabulary instruction, Clever resources, I-station, ReadWorks, MyOn, Thinking Maps, STEAM (Science, Technology, Engineering, Art and Math) integration, and Closing the Gender-Gap strategies	• Instructional Staff (PLC) • ELA SIP	August 2018 – May 2019
Daily ELA block will include: **Tier I** core instruction (daily reading and writing explicit teaching points) using grade-level text with differentiation; **Tier 2** instruction, with fidelity, to include guided reading (Jan Richardson/Repeated Reading Routine), occurs at student instructional level. **Tier 3** instruction, collaboration between classroom teacher and resource teacher or interventionist will occur on a routine basis.	• Instructional Staff	August 2018 – May 2019
Daily independent reading will occur for rigorous independent practice of reading skills and strategies to build stamina, increase background knowledge and vocabulary development. This time will be supported by incentives and student tracking	• Instructional Staff	August 2018 – May 2019

Explicit writing instruction to include responding to text(s) and tasks that align to essay writing rubric specifications which will be evident by progression of student artifacts in writing portfolios.	• Instructional Staff	August 2018 – May 2019
Instructional model includes concise explicit instruction of targeted teaching point with follow-up opportunities for students to practice individually and collaboratively.	• Instructional Staff	August 2018 – May 2019
Monitor students in the use of scales/learning boards and provide feedback to support student autonomy and proficiency which will allow students opportunity to revise responses and deepen their understanding when completing tasks.	• Instructional Staff	August 2018 – May 2019
Running Record assessments will occur following the district assessment calendar using Jan Richardson kit	• Instructional Staff	August 2018 – May 2019
Ensure that students will meet the monthly I-Station expectations	• Instructional Staff • Administrators	August 2018 – May 2019
Analyze ELA assessment data and student artifacts to drive instruction including creating an on-going plan to address deficits and enrichment needs.	• Instructional Staff (PLC) • Administrators • ELA SIP • MTSS	August 2018 – May 2019
Utilize MAP continuum to identify student needs and develop instructional groups and follow-up instruction	• Instructional Staff • Administrators • MTSS	August 2018 – May 2019
Provide and utilize ongoing professional development through Just-in-Time coaching and teacher observation	• Instructional Staff • Administrators • ELA SIP	August 2018 – May 2019
Articulation meeting among grade-level teams to review scope and sequence continuum of standards	• Instructional Staff • Administrators • ELA SIP	November 2018

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Thinking Maps	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Pinellas Vocabulary Project Revised	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
District updates provided by learning specialist	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Understanding the rigor and the continuum of the K-5 standards (How to plan for and implement student-centered rigorous tasks)	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Just-in-Time coaching as needed (Jan Richardson, MyOn, Writing, Running Records, Interventions, I-Station)	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
MAP Continuum	Approx. 60 Instructional Staff	☐ 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 56%, as evidenced in 3rd-5th FSA results.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because of the need for planning and implementation of more rigorous core instruction and intentional foundational support for students.
4. If planning and implementation of more rigorous core instruction and foundational support would occur, the problem would be reduced by 14%.

5. **SMART GOALS:**

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

The percent of all students achieving math proficiency will increase from 56% to 70%, as measured by FSA.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure that instruction is aligned to and at the level of rigor of all grade level standards. All tasks match the cognitive complexity of the standard and all assessments.	• Instructional Staff (PLC) • Administrators • Math SIP	August 2018 – May 2019
Collaboratively plan for student-centered complex tasks based on individual student needs utilizing strategies and resources including: higher level questioning, explicit vocabulary instruction, Clever resources, Number Talks, High-Yield Number Routines, ST Math, Khan Academy, Eureka Math, Thinking Maps, STEAM (Science, Technology, Engineering, Art and Math) integration, and Gender-Gap strategies	• Instructional Staff (PLC) • Math SIP	August 2018 – May 2019
Instructional model includes concise explicit instruction of targeted teaching point with follow-up opportunities for students to practice individually and collaboratively.	• Instructional Staff	August 2018 – May 2019
Instructional model of daily math block will include the recommended guidelines: 10 minutes of number routines, 35 minutes of core, 20 minutes of intervention to include ST Math (K-2: 60 minutes/3-5: 90 minutes) and 2-3 days extended core or intervention as determined by students' needs.	• Instructional Staff	August 2018 – May 2019
Monitor students in the use of scales/learning boards and provide feedback to support student autonomy and proficiency which will allow students opportunity to revise responses and deepen their understanding when completing tasks such as reflections in math notebook.	• Instructional Staff	August 2018 – May 2019

Ensure that students will meet the monthly ST Math expectations	• Instructional Staff • Administrators	August 2018 – May 2019
Analyze math assessment data and student artifacts to drive instruction including creating an on-going plan to address deficits and enrichment needs.	• Instructional Staff (PLC) • Administrators • Math SIP • MTSS	August 2018 – May 2019
Utilize MAP continuum to identify student needs and develop instructional groups and follow-up instruction	• Instructional Staff • Administrators • MTSS	August 2018 – May 2019
Provide and utilize ongoing professional development through Just-in-Time coaching and teacher observation	• Instructional Staff • Administrators • Math SIP	August 2018 – May 2019
Articulation meeting among grade-level teams to review scope and sequence continuum of standards	• Instructional Staff • Administrators • Math SIP	October 2018

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Thinking Maps	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Pinellas Vocabulary Project Revised	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
District updates provided by learning specialist	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Understanding the rigor and the continuum of the K-5 standards	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Just-in-Time coaching as needed (Number Talks, High-Yield Number Routines)	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
MAP Continuum	Approx. 60 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Khan Academy	Approx. 60 Instructional Staff	☒ 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 45% proficiency, as evidenced in 5th grade SSA.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because of a lack of retention of previously taught content and a lack of fidelity of grade level core instruction.
4. If student-centered science instruction with rigor within all grade levels would occur, the problem would be reduced by at least 25%.

5. **SMART GOALS:**

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

The percent of 5th grade students performing proficiently in science will increase from 45% to 70%, as measured by the SSA.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Analyze 3rd and 4th grade diagnostic and standards-based classroom data and create an on-going plan to address deficits	• Instructional Staff • Administrators • Science SIP • MTSS	August 2018 – May 2019
Instructional model for science should include: routine use of 10%-70%-20% instructional daily routine and 5e instructional model for student-centered, rigorous learning	• Instructional Staff	August 2018 – May 2019
Students will be provided the opportunity to learn through hands on inquiry experiences in the science lab as scheduled.	• Instructional Staff	August 2018 – May 2019
Support **all** students in participating in a routine of Scientific Method Investigations (K-2 group class project and 3-5 small group or individual projects) for submission to science showcase.	• Instructional Staff • Science SIP	August 2018 – May 2019 (Showcase in May)
Collaboratively plan for and utilize higher level questioning and explicit vocabulary instruction that aligns to science standards. Include: Thinking Maps, STEAM (Science, Technology, Engineering, Art and Math) integration, Gender-Gap strategies, and enlarged vocabulary cards	• Instructional Staff • Science SIP	August 2018 – May 2019
Provide and utilize ongoing professional development through Just-in-Time coaching and teacher observation	• Instructional Staff • Administrators • Science SIP	August 2018 – May 2019
Monitor students in the use of scales/learning boards and provide feedback to support student autonomy and proficiency which will	• Instructional Staff • Administrators	August 2018 – May 2019

allow students opportunity to revise responses and deepen their understanding.		
Routinely monitor K-5 proficiency on grade level standards through daily walkthroughs and science data.	• Administrators • MTSS	August 2018 – May 2019
Articulation meeting among grade-level teams to review scope and sequence continuum of standards	• Instructional Staff • Administrators • Science SIP	September 2018

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

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Just-in-Time science lab	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
New science adoption	Approx. 60 Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Thinking Maps	Approx. 60 Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Pinellas Vocabulary Project Revised	Approx. 60 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
District updates provided by learning specialist	Approx. 60 Instructional Staff	☒ 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 0 out of 6 modules in bronze, as evidenced in the Alliance Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 3 out of 6 modules eligible for bronze by April 2019.
3. The problem/gap is occurring because past fundraising options.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced by 50%.

5. **SMART GOALS:**

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

Our school will be eligible in 3 out of 6 modules for bronze recognition by April 2019 as evidenced 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 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?
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.	Wellness Champion	August 2018
Attend district-supported professional development	Members of Healthy School Team	August 2018 - April 2019
Develop and Implement Healthy School Program Action Plan	Wellness Champion	August 2018 - April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Wellness Champion	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   ☒ Other

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 Programs Training	Healthy School Team Members	☒ Other
Healthy School Team A: Assessment	Healthy School Team Members	☒ Other
Healthy School Team C: Developing and Implementing Action Plan	Healthy School Team Members	☒ Other

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>68% enrollment</u>, as evidenced in <u>STEM Academy 3rd-5th grade enrollment</u>.
2. We expect our performance level to be <u>100%</u> by <u>April 2019.</u>
3. The problem/gap is occurring because <u>decreased motivation to apply and attend</u>.
4. If <u>increased motivation</u> would occur, the problem would be reduced by <u>32%</u>.

5. **SMART GOALS:**

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

The percent of all students participating in STEM Academy will increase from 68% to 100%, as measured by STEM Academy 3rd-5th grade enrollment.

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

☒ Increase student awareness of STEM Academy opportunities.
☒ Maintain highly rigorous student-centered STEM curriculum.

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?
Seek instructional support regarding selection of students	STEM facilitators	September 2018
Revisit recruitment mid-year	STEM facilitators	January 2019
PDSA attendance issues	STEM facilitators	October 2018-April 2019
Collaborative planning among STEM Academy facilitators and PCS K-12 STEM facilitator	STEM Academy facilitators and PCS K-12 STEM facilitator	September 2018-April 2019
Seek opportunities for STEAM collaboration	STEM Academy facilitators	October 2018-April 2019
Seek opportunities for STEM field trips (USF Engineering Expo/USF St. Pete Marine Quest)	STEM Academy facilitators	October 2018-April 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
Academy facilitators will attend district training three times	3 instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Subgroups

<div style="background-color:#c0504d; color:white; padding:4px;">

A. Bridging the Gap with Equity for All: Black Students
</div>

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 17%, as evidenced in FSA ELA results.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because of a lack of student engagement and use of culturally relevant instructional practices.
4. If highly engaging, culturally relevant instruction would occur, the problem would be reduced by 33%.
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 performing proficiently in ELA will increase from 17% to 50%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Achievement	☐ 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 black students. ☐ Support teachers by providing professional development on building relationships and sharing student data with black families.	• An increase of the level of academic proficiency of black students
Advanced Coursework	☐ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☐ Partner with families to monitor usage of digital resources that are provided beyond the school day.	• An increase of the level of academic proficiency of black students through an increase of student participation
Student Discipline	☐ Implement Restorative Practices throughout the school. ☐ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. ☐ Provide training for culturally relevant disciplinary practices and ensure strong implementation.	• A decrease in the number of discipline referrals/in the referral risk percentage • Increase the numbers of instructional staff trained in Restorative Practices
ESE Identification	☐ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification.	• A decrease in the number of discipline referrals/in the referral risk percentage • Increase the numbers of instructional staff trained in Restorative Practices

		• An increase of black students receiving positive behavior referrals
Minority Hiring	☐ Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.	• Possible increase of applicants for instructional/support positions

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?
Planning for and implementing the use of Culturally Responsive practices	Instructional Staff	August 2018 – May 2019
Establish mentors for black students	Behavior Specialist	August 2018 – May 2019
Encourage black students to enroll/participate in extended learning opportunities for remediation and enrichment (STEM, Manatee Club, Math Club, Promise Time)	ELP Facilitators	August 2018 – May 2019

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
Excellence in Equity	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Mary Conage 6Ms	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practices	Approximately 60 instructional staff members	☒ 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 21%, as evidenced in FSA ELA results.
2. We expect our performance level to be 60% by May 2019.
3. The problem/gap is occurring because of the students' inability to apply previous knowledge to reading tasks and the instructional task and grade level text not aligning to the complexity of the assessment tasks.
4. If instruction met the level of complexity and appropriate student application would occur, the problem would be reduced by 29%.

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 21% to 60%, as measured by FSA.

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

☒ Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

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

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Collaboratively plan with ESE resource teachers for grade level student-centered complex tasks deliberately designed with a trajectory of rigor and challenge utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction.	ESE resource teachers	Bi-Monthly
Utilize IRLA and Spire as appropriate to meet student needs	• ESE resource teachers • Title 1 hourly teachers	August 2018-May 2019
Align small group instruction to the foundational skills of ESE students in both Gen Ed and ESE classes.	• ESE resource teachers • Title 1 hourly teachers • Gen Ed teachers	August 2018 - May 2019
Utilize Restorative Practices	• Assistant Principal	August 2018 - May 2019
Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.	• ESE resource teachers • District ESE department	August 2018 - May 2019

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
Ongoing PD provided by ESE resource team	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practices	Approximately 60 instructional staff members	August 2018 - May 2019
IRLA and Spire as needed	6 Hourly and ESE resource teachers	☒ Priority 1 ☒ Priority 2 ☒ 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 11%, as evidenced in the FSA ELA results.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because of a student lack of vocabulary comprehension and background knowledge and instruction not supporting these deficient.
4. If instruction aligned to the vocabulary and background knowledge of the students would occur, the problem would be reduced by 39%.

5. **SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 11% to 50%, as measured by FSA.

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

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Analyze ELA assessment data and student artifacts to drive instruction including creating an on-going plan to address deficits and enrichment needs.	• Instructional Staff (PLC) • Administrators • ELA SIP • MTSS	August 2018 – May 2019
Utilize the revised Pinellas Vocabulary Project	• Instructional Staff (PLC) • Administrators • ELA SIP • MTSS	August 2018 – May 2019
Utilize ELL Road to Success and Independence	• Instructional Staff	August 2018 – May 2019
Collaboratively plan for student-centered complex tasks deliberately designed with a trajectory of rigor and challenge utilizing strategies including: higher level questioning, explicit vocabulary instruction, Clever resources, I-station, ReadWorks, MyOn, **Thinking Maps**, and STEAM (Science, Technology, Engineering, Art and Math) integration.	• Instructional Staff (PLC) • ELA SIP	August 2018 – May 2019
Utilize the ELA module Academic Vocabulary routine	• ELL Gen and Resource Teachers • ELL Associates	August 2018-May 2019
Monitor the lesson planning and classroom implementation of effective lessons that engage ELs in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patters and language form). Provide ongoing feedback to	• Administrators	

teachers to support the development of their practice in supporting English learners.		

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
Provide professional development through UCF (Cynthia Walters) and the district facilitators to support collaborative planning with ELL/Gen Ed teachers and ELL resource teachers.	Approximately 10 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Thinking MAPS	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Pinellas Vocabulary Routine, revised	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Ongoing PD provided by ELL resource team	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

D. Gender (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 29%, as evidenced in FSA ELA results.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because the learning environment is not conducive to supporting achievement of male students.
4. If a supportive learning environment for male students would occur, the problem would be reduced by 41%.

5. **SMART GOALS:**

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

The percent of male students achieving ELA proficiency will increase from 29% to 70%, as measured by FSA.

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

☒ Strengthen the equitable engagement opportunities for boys.
☒ Provide a physical learning environment that is conducive for learning for both genders.
☒ Enhance the relationship-building skills for boys.

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 Restorative Practices	Assistant Principal	August 2018 - May 2019
Continue to utilize strategies from "Closing the Gender-Gap" training	Assistant Principal	August 2018 - May 2019
Implement "Adventure Island" mobile library for grades 1, 4, and 5	ELA SIP Facilitator	August 2018 - May 2019
Students can choose from a variety of flexible seating options (stability balls, pillows, yoga mats, lap desks, bean bags, standing desks, wobble chairs, etc), and transition to different areas of the classroom often.	OT/PT School Department	

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
Restorative Practices	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
On-going "Closing the Gender-Gap" through the district	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2

		☒ Priority 3
Book Study – *Reaching Boys Teaching Boys, Strategies That Work and Why*	Approximately 15-20 instructional staff members	☐ 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 82%, as evidenced in FSA ELA results.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because of a lack of student engagement in higher level rigorous student-centered tasks .
4. If more higher-level rigorous student-centered tasks would occur, the problem would be reduced by 8%.

5. **SMART GOALS:**

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

The percent of gifted students in levels 4 and 5 will increase from 41% to 51%, as measured by FSA.

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

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

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?
Have Gen Ed teachers routinely collaboratively plan with Gifted resource teacher	Gifted Resource Teacher	Monthly
Increase the use of DBQs with in the ELA modules	Assistant Principal	Daily
Increase the use of higher order questions and tasks	Instructional Staff	Daily

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
DBQ's provided by the district	10 or more instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Strategies for working with gifted students in the gen ed classroom	Gifted Resource Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Ongoing PD provided by Gifted teacher	Approximately 60 instructional staff members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PCS Gifted-Micro-Credential	Approximately 60 instructional staff members	☒ 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.	A. Parent/Teacher Conferences B. Open House C. School Newsletter D. School Website E. Connect Ed	A. – B. Instructional Staff C. – E. Office Staff	August 2018- May 2019
2. Provide academic tools to families in support of their students' achievement at home. Utilize the following guiding questions to vet if event is truly linked to learning (1) Do families get to learn about a new tip or tool to support my child's learning at home? (2) Do families get to practice a new skill or strategy to support their child's learning? (3) Do the teachers hear from families about what the parent knows about their child that might help them be a better teacher to the child? **Align events to the Dual Capacity Building Framework for Family School Partnerships.	• Parent Workshops • All-Pro Dads Breakfast • Grade Level Content Support • Connect for Success	Various personnel	August 2018- May 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	• SAC • Parent conferences • Academic Meetings (IEP, etc.)	• Administrative Team and Instructional Staff	August 2018- May 2019
4. Intentionally build positive relationships with families and community partners.	• Open House • PTA Events • BBQ • Parent Breakfast • GATI • Marvelous Manatee Moments • Book fairs	• Instructional Staff	August 2018- May 2019

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
Family Engagement Conference	2-3 staff members	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Have Community Liaison, Title 1 Family Involvement Leader and other staff members take Title One training from the following list of choices: Family Friendly Schools, Collaborating for Success: High Impact Classroom Family Engagement and Dual Capacity Family Engagement Team Training	2 or more staff members	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Susan	Manche	White	Principal
Maggie	Jordan	White	Teacher
Sharon	Kephart	White	Teacher
Efrem	Canales	Hispanic	Parent
Karen	Mack	Black	Parent
Jacqueline	Dos	Hispanic	Parent
Giselly	Maldonado	Hispanic	Teacher
Janelle	Miller	White	Parent
Dusty	Anderson	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 **In progress.**
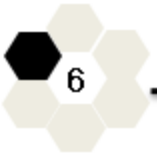
⬢ BUDGET / SIP FUNDS

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

Budget Categories	Amount
1. **Academic Support**	**$ [Insert amount for category]**
Click or tap here to enter text.	Click or tap here to enter text.
2. **Behavioral Support**	**$ 500.00**
Behavior Incentives	$500.00
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	**$ [500.00]**
Texts for Book Study	$400.00
Tri-Boards for science showcase	$100.00
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ [Insert amount for category]**
[Describe each type on a separate row]	[Insert Amount]
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ 2765.00**
TDE x 2 (half days)	$2240.00
Training to Support School-wide Initiatives	$425.00
6. **Other** *(please list below)*	**$ [Insert amount for category]**
[Describe each on a separate row]	[Insert Amount]
TOTAL $ **$3665**	