



School Improvement Plan SY 2018-19

MILDRED HELMS ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Shannon Brennan	SAC Chair:	Kara Piehl
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School Vision	100% Student Success: Each student will achieve a year's worth of growth within the school year.
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School Mission	Mildred Helms Elementary International Baccalaureate (IB) World School is committed to developing knowledgeable, inquiring and caring lifelong learners within an intellectually challenging, transdisciplinary program emphasizing international mindedness.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
593	15	104	137	35	300	2

School Grade	2018: C	2017: D	2016: D	Title I	YES
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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	47	42	56	54	51	35						
Learning Gains All	46	37	57	47								
Learning Gains L25%	43	37	47	19								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Shannon	Brennan	FT	4-10 years
Equity Champion	Jennifer	Cobin	FT	1-3 years
ESE	Lindsey	Iverson	FT	Less than 1 year
ELL	Gabriel	Gomez-Nieto	FT	4-10 years
Climate and Culture	Kimberly	Dennison	FT	4-10 years
Primary	Mary	Riser	FT	11-20 years
Intermediate	Francine	Campogni	FT	1-3 years
Specialists	Ana	Carlson	FT	1-3 years
Assistant Principal	Mary	DeOliveira	FT	1-3 years
Total Instructional Staff:	62	Total Support Staff:	28	



B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in ELA, math and science will increase from 47%, 56% and 51% to 57%, 61% and 57% respectively.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency in ELA, math and science will increase from 47%, 56% and 51% to 57%, 61% and 57% respectively.

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students receiving office discipline referrals will decrease from 30% to 20%.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
	EXAMPLE: SBLT	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> • Training on Lesson Planning Resources, • Preconference, • Weekly instructional reports, • Prep PLC agendas 	Principal	Assistant Principal(s)	Weekly on Tuesdays	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> • Training on Lesson Planning Resources, IB Units of Inquiry, data analysis 	Principal	Assistant Principal MTSS Coach Psychologist Social Worker Guidance	Weekly on Tuesday	<ul style="list-style-type: none"> • SBLT agendas and minutes • Student achievement data • Professional development training



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				<ul style="list-style-type: none"> Weekly instructional reports Prep PLC agendas 				
2.	Tier 3 Problem-solving Team	All Priorities	Monitor implementation Tier 2 and 3 interventions	<ul style="list-style-type: none"> Working through Tier 3 PSWs/ analyzing response to intervention data and making adjustments 	MTSS Coach	Diagnostician Psychologist	Weekly on Mondays	<ul style="list-style-type: none"> Tier 3 intervention log
3.	Equity Team	All Priorities	Monitor implementation of equity and culturally relevant instruction in classrooms.	<ul style="list-style-type: none"> Training on Equity and Culturally Responsive Classrooms 	Principal/Equity Champion	AP Guidance Social Workers	Monthly updates at staff meetings	<ul style="list-style-type: none"> Staff Meeting agenda Monthly communication from EC
4.	Child Study Team	All Priorities	Monitor attendance to ensure access to the curriculum	<ul style="list-style-type: none"> Complete attendance PSW Communciate with staff and families regarding student attendance 	Assistant Principal	DMT Social Worker Guidance	Biweekly on Mondays	<ul style="list-style-type: none"> PSW submitted to district CST minutes
5.	Instructional Leadership Team (ILT)	All Priorities	Monitor implementation of core instruction and	<ul style="list-style-type: none"> Create and monitor implementation of school level and 	Principal	Grade level team leads Magnet Coordinator	Monthly meetings second Monday	<ul style="list-style-type: none"> ILT minutes



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				grade level essential agreements		Curriculum Specialist MTSS Coach Reading Coach Math Coach Science Coach		
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	Same as SBLT/ILT	•				•
7.	PBIS Team	Priority 3	Implement and monitor schoolwide behavior plan	<ul style="list-style-type: none"> Communicate schoolwide behavior plan and ensure implementation of core components 	Assistant Principal	Guidance Social Worker Primary Teacher Intermediate Teacher	Preschool and monthly	<ul style="list-style-type: none"> Preschool presentation Monthly data sharing PBIS implementation surveys
8.	Family Engagement Team	All Priorities	Increase parent involvement in workshops and family engagement components	<ul style="list-style-type: none"> Training on family engagement strategies 	Assistant Principal	Family Engagement Team	Preschool Meets monthly	<ul style="list-style-type: none"> Monthly meeting minutes



Goals

Instructions

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

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

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

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 196 referrals generated by 59 students. We expect our performance level to be 155 by 47 or less students.
2. The problem/gap in behavior performance is occurring because inconsistent response to student behavior and lack of strong positive relationships with ALL students.
3. If stronger relationships and consistency in response to behavior occur, the problem would be reduced by 10%, as evidenced by creating a positive school culture school wide as evidenced by best practices research in restorative practices and PBIS. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by monitoring behavior data weekly.

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 30% to 20%, as measured by office discipline referrals.

6. STRATEGIES:

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

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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Principal • Shannon Brennan • Kim Dennison • Ana Carlson • Michelle Ovalle 	<ul style="list-style-type: none"> • July 11-12, 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Ana Carlson 	<ul style="list-style-type: none"> • July 16-18, 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Adminstrative Team, RP Team, Student Services 	<ul style="list-style-type: none"> • August 5 & 9, 2018
<i>Conduct learning opportunities through lesson plans teaching social behaviors in all classrooms and practice skills within the curriculum through the year.</i>	<ul style="list-style-type: none"> • RP team 	<ul style="list-style-type: none"> • Bimonthly Aug. 2018 – April 2019
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Principal/AP 	<ul style="list-style-type: none"> • Ongoing



<p><i>With students, use action cycle to reflect on behavioral choices. Review student and teacher data on weekly basis for trends and next steps.</i></p>	<ul style="list-style-type: none"> Principal/AP 	<ul style="list-style-type: none"> Weekly
<p><i>Update school-wide plan on a monthly basis.</i></p> <ul style="list-style-type: none"> <i>Celebrate areas of growth</i> <i>Update strategies for areas of improvement</i> 	<ul style="list-style-type: none"> Principal Equity Team 	<ul style="list-style-type: none"> 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
Equity Professional Development	Administrative and instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices Professional Development IIRP – Intro to Restorative Practices Using Circles Effectively	Administrative and instructional staff (55)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 94%. We expect our performance level to be 95% or above by increasing monitoring of attendance.
2. The problem/gap in attendance is occurring because students incur multiple absences and students not withdrawn expeditiously.
3. If parent communication involving face to face would occur, the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance of students with prior history of multiple absences.

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 20% to 15%, as measured by 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.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal/Assistant Principal	Preschool – Aug. 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST Team	Aug 2018
Develop and implement attendance incentive programs and competitions.	CST Team	Aug 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.	Instructional staff	Aug 2018 – May 2019
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST Team	Biweekly Aug 2018 – May 2019
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST Team	Biweekly Aug 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).	CST Team/DMT	Daily Aug 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
Review attendance taking process and school-wide strategies for positive attendance with all staff.	All instructional staff, DMT, Child Study Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47% proficiency, as evidenced in 2018 FSA.
2. We expect our performance level to be 51% by May 2019.
3. The problem/gap is occurring because lack of content knowledge and instructional strategies to address varying needs of student and lack of fidelity in implementation of research based interventions .
4. If improvements in standards based core instruction would occur, the problem would be reduced by 10%.

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 47% to 57%, as measured by FSA.

The percent of students making learning gains will increase from 46% to 57% as well as L25 students 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.)

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?
Increase the use of concept based teaching and learning strategies as a result of professional development	Magnet Coordinator, Chris Overhoff, IB Consultant	August 1/Feb. 16, 2019
Focus PLCs on analyzing formative assessment data to drive instruction and develop differentiated instruction based on student need.	SBLT, MTSS, Reading Coach, Teachers	Aug 2018-May 2019
Provide specific feedback on core instruction and intervention implementation through observations and coaching cycles.	Principal, AP, Reading Coach	Aug 2018 – May 2019

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

Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Concept based teaching and learning	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Standards based instruction in ELA	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Engaging students in complex tasks and inquiry	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 56% proficiency, as evidenced in 2018 FSA data .
2. We expect our performance level to be 61% by May 2019.
3. The problem/gap is occurring because lack of consistent standards based instruction combined with differentiated instruction to meet student needs.
4. If consistent standards based core instruction would occur, the problem would be reduced by 10%.

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 61%, as measured by FSA.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase teacher content knowledge of math standards and content limits as well and concept based teaching strategies	Principal/Math Coach, IB consultant Chris Overhoff	August 1/Feb. 16, 2019
Increase the implementation of problem based instruction with aligned standards	Principal/Math Coach	ongoing
Analyze formative assessment data to drive instruction in both core and intervention.	Administration, SBLT, instructional staff	PLCs – August 2018- May 2019.

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Concept based teaching and learning professional development	Magnet Coordinator, All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Collaborative Planning with math coach/Curriculum Specialist	Math Coach, all classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on components of Eureka Math	Math Coach, Curriculum Specialist, classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52% proficiency , as evidenced in Florida Science Standards Assessment.
2. We expect our performance level to be 57% by May 2019.
3. The problem/gap is occurring because inconsistent core instruction across grade level.
4. If consistent core instruction with a focus on vocabulary would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students achieving science proficiency will increase from 52% to 57%, as measured by Florida Science 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.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase monitoring of fidelity of instruction within science lab and in the classrooms with walkthroughs and pre-post evaluations	Principal / Science Coach Instructional staff	Aug. 2018 – May 2019
Professional development of instructional strategies used to increase knowledge of the nature of science	Science Coach and all instructional staff	Aug. 2018 - May 2019
Use cycle and diagnostic data from grades 3-4 to inform 5 th grade plan including academic vocabulary gaming.	Instructional staff, science coach and lab teacher	Aug. 2018-May 2019

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Collaborative Planning with Science Coach	Science Coach, all classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Integration of concept based teaching aligned with standards and IB Units of Inquiry	Science Coach, Magnet Coordinator and all instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5 out of 6 modules in bronze, as evidenced in the Alliance for Healthier Generation, Healthy Schools Framework.
2. We expect our performance level to be 6 out of 6 eligible for bronze/silver/gold by April 2019.
3. The problem/gap is occurring because lack of implementation of fundraising options and access to physical activity options after school hours.
4. If our healthy schools team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced by having a great 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.

Our school will be eligible in 6 out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four individuals but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent	Assistant Principal	August 2018
Attend district supported professional development	Healthy School Team	Aug. 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	Aug. 2018 – April 2019
Develop and implement Healthy Schools Action Plan	Healthy Schools Team	September 2018

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

- Priority 1 Priority 2 Priority 3 Other

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

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



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47% proficiency in ELA, as evidenced in FSA data.
2. We expect our performance level to be 51% or higher by May 2019.
3. The problem/gap is occurring because lack of differentiated instruction and fidelity of interventions.
4. If specific strategy and skill deficit differentiation and fidelity of interventions would occur, the problem would be reduced by specific student needs being addressed on a consistent basis.

5. SMART GOALS:

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

The percent of all students achieving Level 1 in ELA will decrease from Click or tap here to enter text. to Click or tap here to enter text., as measured by 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.
- 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?
Continue professional development in differentiated instruction and conceptual based teaching	Magnet Coordinator, Reading Coach	August 2018- May 2019
Analyze data of Level 1 students and develop individual action plans to remediate areas of need	MTSS Coach,SBLT Team	July 2018 – May 2019
Monitor fidelity of interventions through observation and coaching rounds	SBLT, Reading Coach	July 2018 – May 2019

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Differentiating instruction within ELA	Reading Coach, all instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Analyzing assessments and developing action plans	SBLT, all instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 89% proficiency , as evidenced in 2018 SSA.
2. We expect our performance level to be 95% by May 2019.
3. The problem/gap is occurring because lack of foundational science knowledge and core instruction.
4. If effective standards based core science instruction would occur, the problem would be reduced by 6%.

5. SMART GOALS:

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

The percent of all students participating in STEM Academy initiatives will increase from 89 to 100%, as measured by school and district participation.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Collect and analyze student applications and data for selection of STEM participants	Curriculum Specialist, STEM Facilitator	August 2018
Implement STEM curriculum with fidelity to instructional practices and STEM model	Curriculum Specialist, STEM Facilitator	August – Sept. 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
Curriculum Specialist and STEM Facilitators communicate and share selection process	Curriculum Specialist, STEM Facilitator Gr 4/5 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
STEM Academy training for facilitators	Stem 4 and 5 teachers (Curriculum Spec/Science Coach)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38.6% proficiency, as evidenced in 2018 FSA.
2. We expect our performance level to be 46% proficiency by April 2019.
3. The problem/gap is occurring because lack of culturally relevant materials and culturally responsive instruction .
4. If increased culturally relevant materials and culturally responsive instruction would occur, the problem would be reduced by increased engagement and increased proficiency.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students achieving proficiency in ELA will increase from 38.6% to 45%, 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	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase use of culturally relevant instructional practices and materials to increase engagement
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase number of students identified as gifted or talented.
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Decrease in number of referrals • Increase in establishment of positive relationships with black student thus improving overall school culture
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Monitor interventions and work with teachers to ensure fidelity of the intervention process



Subgroup Goals

Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Continue to recruit and retain minority candidates.
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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?
Increase use of culturally relevant resources in planning and instruction integrated with IB units of study	Coaches, Teachers	Aug. 2018-May 2019
Analyze subgroup achievement data and develop plans to address student needs	SBLT, classroom teachers	Aug. 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
Culturally responsive resources in conceptual teaching	All instructional staff, IB trainer	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity training	Equity Champion, All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices Training	IIRP trainer, All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 23% proficiency, as evidenced in FSA.
2. We expect our performance level to be 40% proficiency by May 2019.
3. The problem/gap is occurring because lack of exposure to grade level texts and specialized instruction.
4. If specialized on inclusion support with grade level instruction would occur, the problem would be reduced by 10%.

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 23% to 40%, 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.

Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitor and provide feedback on student IEPs and ongoing progress monitoring data to drive instruction	ESE Team, SBLT	Aug. 2018-May 2019
Observe and monitor instruction and lesson plans showing implementation of accommodations/services for ESE students	ESE, SBLT, Administration	Aug. 2018-May 2019

2. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development for ESE /Classroom teachers on best practice with standards based instruction utilizing an inclusion model.	ESE Team/Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on effective implementation of IEPs.	ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on iSpire for specialized instruction	ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 41.9% scoring Level 3 or above , as evidenced in FSA.
2. We expect our performance level to be 50% proficiency by May 2019.
3. The problem/gap is occurring because lack of vocabulary and exposure to grade level text .
4. If vocabulary instruction was intentional occurred daily and students were exposed to grade level text consistently, the problem would be reduced by 10%.

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 41.9% 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.
- 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 individual student ACCESS data and create appropriate learning plans with teacher collaborations	SBLT, ELL teachers	August 2018-May 2019
Increase standards related academic vocabulary instruction	SBLT, ELL and classroom teachers	August 2018-May 2019
Monitor lessons and lesson plans to ensure accommodations and ELL plans are being implemented with fidelity	Principal, AP	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
ACCESS report training with classroom teachers	ELL teachers/Classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training in Model Performance Indicators and embedded academic vocabulary instruction	AP, ELL teachers/Classroom teachers, Reading Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Parent Teacher Conferences Student Led Conferences Open House 	<ul style="list-style-type: none"> Administration, all instructional staff 	<ul style="list-style-type: none"> August 2018 – May 2019 Nov. 2018 Aug. 30, 2018
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Parent academic workshops to support their children at home- Reading Night, Math Night, Science Night, International Showcase Parent Teacher Conferences to provide academic tools and resources 	<ul style="list-style-type: none"> Classroom teachers, ESE & ELL teachers PTA 	<ul style="list-style-type: none"> August, Sept. Oct., Jan and March, April May 2019 Sept.
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent Teacher Conferences School Advisory Council PTA Family Workshop to promote parent advocacy 	<ul style="list-style-type: none"> Instructional staff, Student Services Team SAC PTA and community sponsors 	<ul style="list-style-type: none"> August 2018 – May 2019 2nd Tues. of month Sept, Dec, April
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Meet and Greet – develop and build trust and respect between home and school Increase positive interactions with parents/families on a regular basis - Open House Family Involvement Events – utilize focus groups to gather parents and family input for school improvement 	<ul style="list-style-type: none"> All staff Student Services Team SAC 	<ul style="list-style-type: none"> August 9, 2018 Aug. 30, 2018 August, Sept. Oct., Jan and March, April 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 Workshop	Family Engagement Team, all staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Family Friendly Schools Training	Office staff and instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Shannon	Brennan	White	Principal
Ana	Carlson	Hispanic	Teacher
Brooke	Sutherland	White	Parent
Kara	Piehl	White	Support Employee
David	Sutherland	Black	Parent
Pam	Douberly	White	Business/Community
Misty	Veverka	White	Support Employee
Nina	All	White	Business/Community
		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

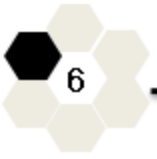
Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

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

SAC meeting scheduled for 8/21/18 and working to recruit more parents

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

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



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ 258,136.97
	Curriculum Specialist, MTSS Coach, Science Coach (Title I)	152,250.26
	Hourly Teachers (Schools of Hope)	105,886.71
2.	Behavioral Support	\$ \$159,878.00
	Additional Social Worker/Guidance Counselor (Schools of Hope)	131,431.00
	Additional Family & Community Liaison (Schools of Hope)	28,447.00
3.	Materials and Supplies	\$ 206,245.00
	Instructional Materials (Title I/SOH)	166,245.00
	[Instructional/Supplemental Resources (SOH) Computer Hardware/Software	65,000.00
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ 62,000.00
	Conference Travel	50,000.00
	Conference Registrations	12,000.00
•	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ 253,813.58
	Stipends/TDEs	\$24,159.00
	Consultants - Onsite Training – IB Consultant	\$229,654.58
6.	Other (<i>please list below</i>)	\$ 78,854.56
E	Extended Learning Materials for ELP (SOH)	66,000.00
	Connect for Success Liaison Program Coordination and Collaborations	1,854.56
	Parent Involvement Budget	11,000.00
TOTAL \$ 1,018,928.11		