



School Improvement Plan SY 2018-19

MOUNT VERNON ELEMENTARY SCHOOL

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

Table of Contents

Continuous Improvement	3
Goals.....	9
Conditions for Learning.....	10
A. ELA/Reading Goal.....	14
B. Mathematics Goal.....	16
C. Science Goal	18
E. Healthy Schools Goal.....	19
Subgroups	20
A. Bridging the Gap with Equity for All: Black Students.....	20
B. ESE (As appropriate, based on school data)	22
Family and Community Engagement	23
SAC Membership	24
BUDGET / SIP FUNDS	25



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:	Robert Ovalle	SAC Chair:	Jamiela Triola
-------------------	---------------	-------------------	----------------

School Vision	100% Student Success!
----------------------	-----------------------

School Mission	Where every student will make a learning gain!
-----------------------	------------------------------------------------

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
438	15	152	67	28	176	0

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

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		34		44		41						
Learning Gains All		45		54								
Learning Gains L25%		49		42								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Ovalle	FT	1-3 years
Equity Champion	Tabatha	Carlson	FT	4-10 years
MTTS	Paige	Lawless	FT	4-10 years
Beh. Specialist	Jennifer	Peers	FT	4-10 years
Asst. Principal	Victoria	Wike	FT	1-3 years
Guidance Counselor	Allison	McLellan	FT	1-3 years
Reading Coach	Johanna	Bayliss	FT	1-3 years
Total Instructional Staff:	7	Total Support Staff:	0	



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 achieving proficiency will increase from 39% to 55% in ELA and 50% to 65% in Math.

2. Priority 2: Standards-based instruction

Priority 2 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 39% to 55% in ELA and 50% to 65% in Math.

3. Priority 3: Student-Centered with Rigor 39%

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency will increase from 39% to to 55% in ELAS and 50% to 65%.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
	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	Using data to differentiate instruction and interventions to increase proficiency in FSA.	<ul style="list-style-type: none"> • Data chats • Collaborative planning. 	<ul style="list-style-type: none"> • Principal • MTSS Coach 	<ul style="list-style-type: none"> • Attendance Coordinator • Guidance Counselor • Instructional staff 	<ul style="list-style-type: none"> • Bi-weekly 	<ul style="list-style-type: none"> • Tiered interventions • Attendance data tracking • Student data tracking



	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
2.	Tier 3 Problem-solving Team	All Priorities	Identify students that meet Tier 3 criteria and differentiate interventions to meet the needs of these students.	<ul style="list-style-type: none"> MAP data Istation data analysis Teacher recommendation form MTSS forms 	<ul style="list-style-type: none"> School Psychologist MTSS Coach Behavior Specialist 	<ul style="list-style-type: none"> Classroom teacher 	<ul style="list-style-type: none"> As needed 	<ul style="list-style-type: none"> Students have been identified Tier 3 interventions are in place.
3.	Equity Team	Priority 1 and Priority 2	Work towards closing the achievement gap between black and non-black students	<ul style="list-style-type: none"> Training on incorporation of 6 Ms in lessons. Monthly staff meetings focused on shifting mindset of teaching black students Implementation of restorative practices 	Equity Team	School staff	Ongoing	<ul style="list-style-type: none"> Lesson plans reflect equitable practices Decrease in the number of referrals
4.	Child Study Team	Priority 2	To eliminate the percentage of students that are absent and tardy	<ul style="list-style-type: none"> Distribution of Attendance Data to Staff 	Social Worker	Social Worker Principal DMT	Monthly	<ul style="list-style-type: none"> CST notes Attendance Data
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Choose an item.	SAME AT SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this</i>	Choose an item.	SAME AS SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">



	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>does not need to be duplicated).</i>							
7.	PBIS Team	Priority 2	To maximize academic and social behavior outcomes of students	<ul style="list-style-type: none"> • School wide behavior plan • Positive parent communication via agendas, phone calls, emails • Behavior Incentive Program (unicorn tickets) • Parent compact 	Behavior Specialists	Teachers Administration Coaches Specialists Social Worker Guidance Counselor	Daily	<ul style="list-style-type: none"> • Use of numbered yard stick • Correspondence within agendas, phone calls and emails • Distribution of unicorn tickets to students • Signed document of parent communication, rules and procedures by principal, teacher, student and parent
8.	Family Engagement Team	Choose an item.	To get families more involved in student learning	<ul style="list-style-type: none"> • Family nights • Monthly newsletters • Regular parent teacher communication (agendas) • Conferences • Connect Ed to ensure pertinent information articulated 	Teachers/ Staff	Teachers/ Staff	Periodically depending on which form of parent interaction	<ul style="list-style-type: none"> • Collect Numbers in Attendance Family nights • Periodically look at student agendas • Collect conference logs



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 22.1 referral risk rate. We expect our performance level to be decrease by 5% which is comparable to the district’s average.
2. The problem/gap in behavior performance is occurring because Lack of fidelity of restorative practices. .
3. If A decrease in referrals would occur, the problem would be reduced by 5%, as evidenced by referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by meeting monthly to analyze data, identify progress and areas in need of improvement.

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 22.7% to 17.7%, as measured by referral risk rate.

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.
- 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?	
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • SBLT/RIT 	<ul style="list-style-type: none"> • July 2018 	
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>			
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>			
<i>Conduct learning opportunities.</i>			<ul style="list-style-type: none"> • Ongoing
<i>Monitor and support staff for implementation with fidelity.</i>			
<i>Review student and teacher data on weekly basis for trends and next steps.</i>			
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 			



8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices (IIRP)		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Introduction to Circles (IIRP)		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching SEL through Classroom Circles		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equity Training-Equity Champions will provide professional development monthly		
Culturally Relevant Teaching-Activities and strategies will be provided throughout the school year during staff meeting. Resources: AVID CRT Curriculum		



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 94.2%. We expect our performance level to be at 95.2% by the conclusion of the school year.
2. The problem/gap in attendance is occurring because our school serves a high population of transient families including students in foster care or living with extended family members who may move more frequently and/or have unreliable transportation. Our school also serves a number of students with chronic illnesses which causes them to miss more school than the average student.
3. If more parent education on available resources and the attendance process throughout the year would occur, the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by conducting twice a month Child Study Team (CST) meetings and completing/reviewing our Problem Solving Worksheets (PSW) at a minimum of once per semester.

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 18% to 10%, as measured by the School Profiles database.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Strengthen the implementation of Tier 3 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 Study Team	At the beginning of the year and as needed when deficits are observed
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child Study Team	Throughout the school year
Develop and implement attendance incentive programs and competitions.	Child Study Team	Throughout the school year
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Child Study Team & Teachers	Throughout the school year
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team	Bi-Weekly basis
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team	Bi-Weekly basis
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	Bi-Weekly basis

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
CST Meetings	Principal, Social Worker, Attendance Specialist, MTSS Coach, DMT, School Counselor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SBLT	Grade Level Team Leads & CST	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 39%, as evidenced in FSA ELA scores.
2. We expect our performance level to be 55% by FSA ELA scores.
3. The problem/gap is occurring because lack of focus on end results when planning.
4. If standards based planning with formative assessments would occur, the problem would be reduced by knowing which students have not achieved the target skills.

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 (level 3+) will increase from 39% to 57%, as measured by ELA FSA scores.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.
- 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?
Implementing Culturally Responsive Teaching	Equity Team	Beginning of school year
Collaborative planning	Team leaders	weekly
Use data when grouping small intervention groups to engage students in complex standards based tasks	Teachers; MTSS coach; Reading coach	daily
Use formative assessments and standards list to track student progress and mastery of standard	Teachers	daily
Aligning standards to lessons that are student centered	Teachers Reading coach	Weekly collaborative planning
Create a master schedule of when standards will be covered throughout the 18-19 school year.	Teachers	Beginning of the school year.
Monitor and support L25 students by providing each student a mentor. Utilize data to monitor Tier 2 and Tier 3 and provide appropriate interventions.	Teachers/Mentors/Support Staff	Weekly

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
Culturally Responsive Teaching training	Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2



Subgroup Goals

School Improvement Plan 2018-19

	Reading Coach – Doege Equity Team	<input checked="" type="checkbox"/> Priority 3
Pinellas Vocabulary Project	Teachers Reading Coach - Doege	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Student Center with Rigor	Reading Coach – Doege Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
DBQ project as aligned to non-fiction modules	Reading Coach – Doege; Grade 3-5 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50% proficiency, as evidenced in FSA Math scores.
2. We expect our performance level to be 65% by FSA Math scores.
3. The problem/gap is occurring because of a lack of proficiency and focus in standard-based planning.
4. If a focus in standard based planning would occur, the problem would be reduced by the students having proficiency with the standards and meeting the learning goals.

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 percent in 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.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Align standards with district content and problem-based learning with a standards-based calendar, student checklist, and interactive learning board.	Teacher	Daily
Assessing students on standards more frequently by using ongoing formal and informal assessments and using the data to drive instruction through whole group lessons and small group interventions.	Teacher	Daily
Collaborate to create higher order thinking questions to use during problem-based learning.	Teacher Math Coach	Daily/Weekly

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	Grade level teams	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLC with Math Coach on problem-based learning	Grade level teams Math Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

Data chats with administration and math coach	Grade Level Teams Math Coach Principal Assistant principal MTSS coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
-----------------------------------------------	-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 55%, as evidenced in FSA Scores.
2. We expect our performance level to be 70% by 2018-2019 school FSA Science Score.
3. The problem/gap is occurring because Science material from previous grade levels does not appear to be adequately retained.
4. If regular monitoring would occur, the problem would be reduced by catching student learning gaps before FSA assessment.

5. SMART GOALS:

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

The percent of 5th grade students achieving science proficiency will increase from 55% 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.)

- 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 common assessment data and evaluate needs	Mrs. Lawless	Following Science common assessments
Utilize Science Lab and Lab assessments	2-5 teachers	Based on district recommendations

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
Science coach will meet with each team to discuss common assessment data and evident gaps in learning.	Science coach and specific teachers designated by grade level during PLC	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Science coach will meet with 5 th grade specifically to discuss FSA and the appearance of gaps in learning. Coach will utilize early assessments to assist in finding gaps and supporting integration of lacking standard proficiency.	Science Coach and 5 th grade instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Bronze, as evidenced in Alliance for a Healthier Generation.
2. We expect our performance level to be Silver by the end of the 2019 school year.
3. The problem/gap is occurring because not being eligible for silver status due to action items in module 1 and module 8.
4. If adjustments within each module would occur, the problem would be reduced by achieving the required items to reach silver status.

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 or 6 modules for silver 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.)

- Strengthen staff ability to engage students in complex tasks.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Changes in school health and safety policies and environment	Healthy Schools Team	2018-19 school year
Family and Community Involvement including the 4 H health program through partnership with the University of Florida	Healthy Schools Team	2018-19 school year

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
Wellness Events to support staff health goals	All Staff and Healthy Schools Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Parent night activities to support student and family health	Students, Staff and Families	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 23% in ELA and 35% in Math, as evidenced in 2018 FSA ELA and Math assessment.
2. We expect our performance level to be 33% in ELA and 45% in Math by June 2019.
3. The problem/gap is occurring because lack of fidelity with research based intervention implementation.
4. If fidelity use of research based interventions would occur, the problem would be reduced by 10% in both ELA and Math.

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.

6. The percent of black students achieving ELA proficiency (Level 3+) will increase from 23.1% to 45%, as measured by ELA FSA scores.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	<ul style="list-style-type: none"> • Increased engagement • Increase knowledge of student needs • Increased parental involvement • Stronger teacher/student relationships
Advanced Coursework	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <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.	<ul style="list-style-type: none"> • Increased engagement • Increase knowledge of student needs • Increased parental involvement • Stronger teacher/student relationships • Data chats
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Conduct monthly discipline disparity/restorative practices training with school administrators. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • An increase in the number of classrooms utilizing morning meetings with fidelity to increase student engagement. • A decrease in repeat referrals and/or suspensions.



Subgroup Goals

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"> An increase in the district and state assessment data (MAP, ISIP, FSA)
Minority Hiring	<input 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"> Hire and retain more African-American teachers that mirrors our population.

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. **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?

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

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



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 17% gains in ELA grade 4, and 50% in ELA grade 5, as evidenced in the 2018 ELA FSA proficiency.
2. We expect our performance level to be 60% in grade 4 and 75% in grade 5 by the end of the 2019 school year.
3. The problem/gap is occurring because of the lack of consistent research-based interventions.
4. If consistent research-based interventions would occur, the problem would be reduced by 50%.
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 student gains in ELA proficiency will increase from 17% to 60% in the fourth grade, as measured by the 2019 ELA FSA.

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

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

Choose Strategy

Choose Strategy

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?
One hour of ELA intervention using Jan Richardson, iSpire, and LLI	Wike	2018-2019 school year
DBQ lesson access for all ESE students	Bayliss	2018-2019 school year

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
ESE Matrix of Services Training	5 ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Jan Richardson Training, LLI Training, L300 Training	All Instructional Teachers and Support Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DBQ Training	Reading Coach	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	All Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Listening, teacher led and student led conferences Website/Facebook Report Card Celebrations 	<ul style="list-style-type: none"> Principal, Teachers, Staff 	<ul style="list-style-type: none"> Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> During family nights, demonstrate tools and practice new skills to support and enhance learning at home. Listening, teacher led and student led conferences Website/Facebook Monthly Family Night 	<ul style="list-style-type: none"> Principal, Teachers, Staff 	<ul style="list-style-type: none"> Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> PTA SAC Family Nights Conferences 	<ul style="list-style-type: none"> Principal, Teachers, Staff 	<ul style="list-style-type: none"> Ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Family Nights Executive Pass SAC PTA Invite partners to be involved in our Family Nights, to connect and create relationships with our families/staff. 	<ul style="list-style-type: none"> Principal, Teachers, Staff 	<ul style="list-style-type: none"> Ongoing

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PTA and SAC Meetings	Staff, Families and Business partners	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Training: Collaborative Success, High Impact Classroom, Family Friendly Topics, etc.		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Robert	Ovalle	Hispanic	Principal
Victoria	Wike	White	Principal
Tabatha	Carlson	Hispanic	Teacher
			Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

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



BUDGET / 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]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [Insert total estimated SIP Budget]		