



School Improvement Plan SY 2018-19

NORTHWEST 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:	Marie Brainard	SAC Chair:	Wendy Clark
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School Vision	100% Student Success
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School Mission	The Northwest School Community is committed to 100% student progress 100% of the time.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
568	48	84	96	27	311	2

School Grade	2018: C	2017: C	2016: C	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	37	45	53	54	58	48						
Learning Gains All	44	47	56	48								
Learning Gains L25%	40	38	37	33								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Marie	Brainard	FT	4-10 years
Assistant Principal	Claire	Townsley	FT	11-20 years
ESE	Armela	Dhamo	FT	1-3 years
ELL	Mary	Couture	FT	11-20 years
Climate and Culture	Marie	Brisson	FT	11-20 years
Social Worker	Chris	Wood	FT	1-3 years
School Counselor	Rene	Spaights	FT	1-3 years
Behavior Specialist	Janeen	Watkins	FT	Less than 1 year
ESE teacher	Steve	Everling	FT	11-20 years
Teacher	Stephane	Camacho	FT	4-10 years
Teacher	Tina	Marion	FT	11-20 years
Teacher	Tara	Jennelle	FT	1-3 years
Total Instructional Staff:	48		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 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 37% to 55% in ELA and 53% to 63% in Math on the FSA.

2. Priority 2: Student-Centered with Rigor

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 will increase from 37% to 55% in ELA and 53% to 63% in Math on the FSA.

3. Priority 3: Culturally Relevant Teaching

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 referrals will decrease from 11% to 5% as measured by discipline referrals.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	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, • Weekly instructional reports • Overview of progress monitoring data 	MTSS Coach Administration	Administration MTSS Coach Behavior Specialist Social Worker School Counselor Psychologist Two ESE teachers ELL teacher Three grade level teachers	Weekly on Wednesday	<ul style="list-style-type: none"> • Meeting minutes • Lesson plans aligned to standards
2.	Tier 3 Problem-solving Team	Priority 2	Monitor effect of tier 3 strategies in relation to student growth.	<ul style="list-style-type: none"> • Training on tier 3 strategies, analyzing student data 	MTSS Coach	SBLT	Bi-monthly	Progress monitoring data, MAP data, formative assessments



	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
3.	Equity Team	Priority 3	Monitor instructional implementation of Culturally Responsive Practices	<ul style="list-style-type: none"> • Training from school Equity Team 	Equity Champion	SBLT	Monthly	<ul style="list-style-type: none"> • Instructional Reports • lesson plan reviews • walkthroughs
4.	Child Study Team	Priority 3	<p>To monitor student attendance</p> <p>To identify barriers as to why a student does not attend school or arrives late</p>	<ul style="list-style-type: none"> • 	Principal	Social Worker MTSS Coach School Counselor Nurse, DMT	Every other Friday	<ul style="list-style-type: none"> • Attendance reports
5.	Math Leadership team	Priorities 1 and 2	<ul style="list-style-type: none"> • Monitor math instructional strategies, initiatives related to our school improvement goals • Provide math professional development to staff • Differentiate student learning based on academic and cultural needs • Develop/research complex tasks aligned to the mathematical practices 	<ul style="list-style-type: none"> • Meeting monthly and reviewing school improvement goals and data “are we moving forward to our goal?” • PD is provided at staff and grade level PLCs • Responsible for providing a parent training session • Monitors ST Math progress through a school wide theme 	Principal, Math SIP team	All instructional staff	Monthly	<ul style="list-style-type: none"> • School wide data mtg, minutes, SIP meeting minutes, family surveys, • Lesson plan development • Increase in progress monitoring data scores



	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
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	<ul style="list-style-type: none"> Monitor math instructional strategies, initiatives related to our school improvement goals Strengthen content knowledge through planning and professional development Plan for complex tasks Differentiate student learning based on academic and cultural needs Provide input for ELA resources 	<ul style="list-style-type: none"> Meeting monthly and reviewing school improvement goals and data “are we moving forward to our goal?” PD is provided at staff and grade level PLC Responsible for providing a parent training session Monitors Istation progress through a school wide theme Provides input for literacy materials aligned to SIP initiatives/goals 	Principal, Literacy SIP team	All instructional staff	Monthly	<ul style="list-style-type: none"> School wide data mtg, minutes, SIP meeting minutes, family surveys, Lesson plan development Increase in progress monitoring data scores
7.	PBIS Team	Priority 3	<ul style="list-style-type: none"> Monitor restorative practices initiatives related to our school improvement goals 	<ul style="list-style-type: none"> Monitoring behavior calls/referrals Conducting daily social skills circles 	MTSS Coach, Behavior Specialist, Administrators	All instructional staff	On going	<ul style="list-style-type: none"> School wide behavior data mtg, PBS fidelity checks, SIP meeting minutes, family



	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"> To decrease the number of office referrals To provide positive incentives to students exhibiting responsible behaviors To strengthen relationships with students and families To increase engagement in learning Increase staff awareness/ knowledge of social emotional learning 	<ul style="list-style-type: none"> Implementing restorative practices in classrooms and with the discipline process Celebrating student successes through weekly and monthly incentives 				surveys, lesson plan development <ul style="list-style-type: none"> Decrease in behavior calls/office referrals
8.	Science SIP team	All Priorities	<ul style="list-style-type: none"> Monitor math instructional strategies, initiatives related to our school improvement goals To increase Science achievement Strengthen the 10-70-20 implementation Strengthen teacher content knowledge Provide complex and engaging tasks 	<ul style="list-style-type: none"> Meeting monthly and reviewing school improvement goals and data “are we moving forward to our goal?” PD is provided at staff and grade level PLCs Responsible for providing a 	Science SIT team, Principal	All instructional staff	monthly	<ul style="list-style-type: none"> School wide data mtg, minutes, SIP meeting minutes, family surveys, Lesson plan development Increase in progress monitoring data scores Participation numbers in STEM program



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
				parent training session <ul style="list-style-type: none"> Monitors STEM program participation 				
10.	ELL Committee	All Priorities	Monitor the progress of the ELL students and determine continuation or dismissal of direct services	<ul style="list-style-type: none"> Meet and review individual student data 	ELL teachers	Administration MTSS Coach Bi-lingual Asst. Classroom teacher	As needed	<ul style="list-style-type: none"> Student data Focus screens with LY/LF status



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 10.8% of students received referrals. We expect our performance level to be decreased by 5% by May 2019.
2. The problem/gap in behavior performance is occurring because of lack of social/emotional learning, mental health and student engagement.
3. If Restorative Practices would occur, the problem would be reduced by 5%, as evidenced by a decrease in the number of referrals written. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by conducting fidelity checks of social skills instruction /circles and analyzing referral data monthly in SBLT and Staff PLCs.

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 11% to 5%, as measured by documented office 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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Marie Brainard, Claire Townsley, Marie Brisson, Chris Wood 	<ul style="list-style-type: none"> • June 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Marie Brisson 	<ul style="list-style-type: none"> • June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Marie Brisson • Marie Brainard 	<ul style="list-style-type: none"> • August 2018
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Marie Brisson 	<ul style="list-style-type: none"> • 2018/2019
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Marie Brisson • Administration 	<ul style="list-style-type: none"> • 2018/2019



Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> Marie Brisson/Janeen Watkins, Administration 	<ul style="list-style-type: none"> 2018/2019
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> SBLT/Staff PLCs 	<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
Restorative Practices to support relationships among all stakeholders in and out of the classroom environment.	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social/ Emotional Learning to support engagement strategies and the school-wide ownership of equitable practices.	Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Trauma Informed Care	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 94.5%. We expect our performance level to be 98% by May 2019.
2. The problem/gap in attendance is occurring because of a high population of students with mental health or behavior issues.
3. If (the implementation and fidelity of Restorative Practices would occur, the problem would be reduced by 4%.
4. We will analyze and review our data for effective implementation of our strategies by reviewing our attendance dashboard data bi-weekly. .

5. SMART GOAL:

The percent of all students missing more than 10% of school will decrease from 21% to 15%, as measured by attendance data.

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

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

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.	Marie Brainard	Daily
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	SBLT/CST	Monthly
Develop and implement attendance incentive programs and competitions.	Chris Wood/Social Worker	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Judy Bryan	Daily

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
Staff will receive training on how to code students correctly in Focus	All classroom teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Review school policy and procedure on who is to contact parents after three absences.	All classroom teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Receive training on how to record parent contacts in Focus under parent log.	All classroom teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goals

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 37%, as evidenced in FSA.
2. We expect our performance level to be increased to 57% by May 2019, as measured on FSA.
3. The problem/gap is occurring because of lack of daily intentional planning of rigorous tasks and the lack of student stamina during independent reading.
4. If daily rigorous tasks are intentionally planned, and students are provided with adequate time to read challenging materials, the number of students meeting proficiency will increase by 18%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 37% to 55%, as measured by FSA.

The percent of all students achieving a level 3 on FSA will increase from 37% to 55%, as measured by FSA.

The percent of all students achieving learning gains will increase from 44% to 57%, as measured by FSA.

The percent of all students identified in the Lowest 25 achieving learning gains will increase from 40% to 50%, as measured by FSA.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will ensure that students have time each day to practice independently what is taught in reading and writing. Allowing for strategic practice as well as building stamina for longer projects across the grade levels and calendar.	Classroom teachers	Daily
Teachers will intentionally plan instruction aligned with a high level of rigor by using Webb’s Depth of Knowledge/Marzano’s Taxonomy and adjust instruction through the use of talk, task, text and student needs.	Classroom teachers Literacy Coach Administration	weekly
Administrators will monitor teacher practice and provide feedback to support teacher growth.	Administration	Ongoing
Teachers will regularly assess, both formally and informally, and then use data to modify and adjust instruction.	Classroom Teachers Literacy Coach Administration MTSS Coach	Daily
Teachers will use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Classroom Teachers Literacy Coach Administration MTSS Coach	weekly



Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines and students needs by providing multiple opportunities across the literacy block for reading, writing, speaking and listening.	Classroom Teachers Literacy Coach	Daily
Teachers develop rigorous learning goals and performance scales based on identified key standards.	Classroom Teachers Literacy Coach	Weekly/monthly based on units
Teachers monitor and provide feedback to students to support learning.	Classroom Teachers	Daily

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
 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
Teachers will be provided coaching opportunities through an on-site coach to develop rigorous tasks during planning. Teachers will be provided coaching opportunities through an on-site coach to develop rigorous tasks during collaborative planning.	Teachers, ELA Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Running Record training will be provided to classroom teachers to ensure identification of student needs through analyzing RR data.	Teachers, ELA Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MAP training and its alignment to FSA. Teachers will be provided with the opportunity to analyze MAP data and focus on differentiation for small group instruction	Teachers. ELA Coach, MTSS Coach, Administration	<input 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 53% proficiency as evidenced in the 2017-2018 FSA.
2. We expect our performance level to be 63% proficient by May 2019.
3. The problem/gap is occurring because students are not engaged in solving and discussing rigorous mathematical tasks.
4. If teachers participated in collaborative planning of mathematical rich tasks, 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 53% to 63%, as measured by May 2019 on 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.
- Strengthen staff ability to engage students in complex tasks.
- 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?
Teacher Leaders will provide professional development in implementing and supporting student learning with tasks that promote reasoning and problem solving	Math Institute Team District Math Coach	Staff PLCs Grade level PLCs
Administrators and teachers will participate in focused walk throughs, which evidence student centered standards based rigorous mathematical tasks. This will be monitored by using a school developed rubric, with the support of the District math department.	Grade level teachers Administration	Grade level PLCs
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System (MFAS) and Rich Mathematical Tasks from the Curriculum Guides.	Grade level teachers District Math Coach Administration	Grade level planning 1x per week

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
Mathematical Institute	M. Brainard- Administrator A. Johnston- Kindergarten L. Clutter- 3 rd grade K. Dovale- 5 th grade	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Supporting Rigorous Mathematical Instruction for School Leaders	M. Brainard- Administrator A. Johnston (K), L. Clutter (3 rd), J. Schmidt (3 rd), T. Jennelle (4 th), S. Parr,(4) (K. Dovale (5), J. Trombly (5)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Just in Time training	District Math Coach	<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 58% proficiency, as evidenced in the 2018 SSA.
2. We expect our performance level to be 68% proficient by May 2019 as measured on the SSA..
3. The problem/gap is occurring because lack of fidelity with the 10-70-20 model, lack of engagement in complex tasks and lack of a focused data analysis..
4. If teachers are able to identify critical content from the Standards (and align with district resources),and engage students in complex tasks then proficiency on the 2018 2019 SSA would increase from 58% to 68%.

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 58% to 68%, 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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will use District resources to effectively plan for science units that incorporate the 10-70-20 instructional science model, including the appropriate grade level utilization of the science labs in alignment with the Standards.	Classroom Teachers Science Coach	Daily
Develop, implement and monitor (by conducting fidelity checks) the science lab schedule for all students in grades 2-5	Science Coach Administration	On going
Use diagnostic data to identify instructional resources to support the on going review and expansion of learning with the emphasis on informational text and academic vocabulary.	Classroom Teachers Science Coach Administration	On going
Monitor and develop support exhibiting routine practice of the 10-70-20 science instructional model inclusive of support provided by school based mentors or requested district science coach support.	Administration District Science Coach	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
Just In Time Coaching within Grade Level PLC's	All Grade Level Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Content Training for Departmentalized Teachers; Targeted District Trainings, Grade Level PLC's	L Clutter/J Schmidt – 3 rd T Jennelle/S Parr – 4 th K Dovale/J Trombly-5th Science Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Desegregation of data in PLCs: SLAGS, diagnostic, Science lab	Grade Level Teachers Administration Science Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 six modules scoring Bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework..
2. We expect our performance level to be 6 out of 6 modules in Bronze by May 2019.
3. The problem/gap is occurring because we need to increase our family and community involvement .
4. If including parents and community members on our Healthy team would occur, then we would be eligible for recognition by the Alliance for a Healthier Generation.

5. SMART GOALS:

The number of modules receiving Bronze status will increase from 5 to 6 in May of 2019 as measured by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

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

Adding a parent to our Healthy School Team to be able to increase our family involvement in our implementation of Healthy School Modules

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 (4) individuals including, but not limited to: PE teacher, classroom teacher, wellness champion, administrator, cafeteria manager, parent, community member and student.	Principal Wellness Champion	August 2018
Attend district-supported professional development	Healthy School Team	Aug./Sept. 2018
Complete Healthy Schools Program Assessment	Healthy School Team	Aug./Sept. 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	Oct. 2018-May 2019

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training – component #19545	Healthy School team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy Schools Team A: Assessment – component #19534	Healthy School team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program B: Smart Snack in School – component #19549	Healthy School team	<input type="checkbox"/> Priority 1 <input 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 73 students, as evidenced in school participation data.
2. We expect our performance level to be 80 students by September 2018.
3. The problem/gap is occurring because lack of promotion for the program.
4. If the program was promoted, participation of the program would increase to 100%. (80 students)

5. SMART GOALS:

The percent of all students participating in the STEM program will increase from 91% to 100%, as measured by school participation data.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Maintain an after-school STEM Academy to increase access to STEM content for students	STEM teachers Administration Science SIP team	August 2018 On going
Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student. Plan for multiple modalities for students demonstrating learning.	All grade level teachers STEM teachers	On going
Foster an environment of cooperation and collaboration among students including academic language, discussion design challenges and group projects.	All grade level teachers STEM teachers	On going

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Training	STEM Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2
Just in Time Coaching	District Science Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math and Science focused planning in grade level PLCs	District math and Science coaches, Administration, teacher leaders of math and science	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



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 28% proficient in Math and 17% proficient in ELA, as evidenced in FSA.
2. We expect our performance level to be increased from 17% to 31% proficient in ELA and from 28% to 40% proficient in Math by end of 2018-2019 school year.
3. The problem/gap is occurring because of lack of engagement and motivation with the core instruction.
4. If daily intentional lesson plans included the 6 M model, FSA proficiency would increase from 17% to 31% in ELA FSA and 28% to 40% in Math FSA.

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 meeting or exceeding 3+ on FSA ELA will increase from 17% to 31% proficiency, as measured by the 2018-2019 FSA.

The percent of black students meeting or exceeding 3+ on FSA Math will increase from 28% to 40% proficiency, as measured by the 2018-2019 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"/> Partner with families to monitor usage of digital resources that are provided beyond the school day. <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"> • Increase motivation and engagement with the core curriculum • Increase proficiency levels in FSA Math and ELA
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase motivation and engagement with advanced and extended learning opportunities
Student Discipline	<input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	<ul style="list-style-type: none"> • Increase motivation and engagement with the core curriculum



	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	
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 checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase proficiency levels in FSA Math and ELA
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">

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?
Instructional staff will implement culturally responsive teaching strategies throughout all academic subjects.	Classroom teachers, administrators	Daily
Classroom teachers will collaboratively plan to incorporate the 6M Model to increase engagement and motivation.	Classroom teachers, administrators	Planning will occur during PLCs, and the incorporation of the 6 Ms will occur daily.
Administrators will monitor teacher practice and provide feedback to provide feedback to support teacher growth.	Administrators	Ongoing

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative practices training	MTSS Coach All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant training	Administration, MTSS Coach All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning training	Administration, Social Worker, MTSS, All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Trauma Informed Care training	District trainer All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" 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% proficient in ELA and 27% proficient in Math, as evidenced in FSA.
2. We expect our performance level to be increased from 17% to 51% proficiency in ELA and increased from 27% to 39% proficiency in Math by the end of 2018-2019 school year.
3. The problem/gap is occurring because classroom teachers and ESE teachers need to strategically collaborate and plan specially designed instruction aligned to the students' IEP goals.
4. If classroom teachers and ESE teachers would collaboratively plan to meet individual student needs, based on IEP goals, then FSA proficiency levels would increase by 12% on the Math FSA and 14% on EL FSA.

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 17% to 51%, as measured by FSA.

The percent of ESE students achieving Math proficiency will increase from 27% to 39%, 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.
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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?
ESE Resource teachers and classroom teachers will strategically and collaboratively plan instruction that is designed to meet students' IEP goals.	ESE teachers, general education teachers	Beginning of the year, PLCs, IEP meetings
ESE Resource teachers and classroom teachers will ensure that students' accommodations are implemented for assignments and assessments.	ESE teachers, general education teachers	Beginning of the year, IEP meeting, PLCs
ESE Resource teachers will monitor students' progress towards IEP goals.	ESE teachers	Bi-weekly progress monitoring, 1 time per grading period reports to parent

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
Culturally Responsive Instruction	ESE teachers, general education teachers, administration	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data analysis within PLCs and SBLT	ESE teachers, general education teachers, administration	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Collaborative Planning for ELA and Math	ESE teachers, general education teachers, administration	<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 27% proficient in ELA and 36% proficient in Math, as evidenced by FSA.
2. We expect our performance level to be increased to 39% proficient in ELA and 48% proficient in Math by end of 2018/2019 school year.
3. The problem/gap is occurring because ELL students need to increase their English language vocabulary and comprehension skills.
4. If ELL and classroom teachers collaboratively plan for specific vocabulary utilization within core instruction, their comprehension will increase and then their FSA proficiency scores will increase by 12% in both math and ELA.

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 27% to 39%, as measured by FSA.

The percent of ELL students achieving Math proficiency will increase from 36% to 48% , 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?
ELL teachers will collaborate with general education teachers to plan for specific ESOL strategies and vocabulary for individual student needs. This will be monitored by lesson plan checks.	ELL teachers, general education teachers, administration	Initial meeting during preschool, PLCs, Collaborative team planning
ESOL teachers will develop a schedule which will provide all EL students receive ELL services.	ELL teachers, general education teachers, administration	Master schedule, updates as needed
ELL teachers will analyze ACCESS data to specifically target individual students using the English Learner Road to Reclassification Learning Maps.	ELL teachers, general education teachers	Beginning of school year, Aug. 2081.

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
Culturally relevant teaching	ELL teachers, general education teachers, administration	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative ELL lesson planning in ELA and math, using English language proficiency scores for instructional planning	ELL teachers, general education teachers, administration	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Content coaching in ELA and math	ELL teachers, content coaches	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative practices	ELL teachers, general education teachers, administration	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 42% female/31% male, as evidenced in ELA FSA.
2. We expect our performance level to be 51% both genders by May 2019.
3. The problem/gap is occurring because of interest level of text provided through curriculum.
4. If text provided is culturally relevant and geared toward high interest stories , the gender gap would be reduced by 11%.
5. **SMART GOALS:**

EXAMPLE: The percent of male students achieving ELA proficiency will increase from 31% to 51%, as measured by FSA.

The percent of male students achieving ELA proficiency will increase from 31% to 51%, as measured by FSA data.

6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions
 - Provide a physical learning environment that is conducive for learning for both genders.
 - Teachers utilize culturally relevant teaching.
 - Invest in classroom libraries built with student interest in mind.

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 6 M strategy opportunities through daily class instruction, targeted extended learning opportunities.	Classroom teachers/Literacy coach	Ongoing
Increase the opportunities for flexible seating in all classrooms.	Classroom teachers	Ongoing
Increase the number of males participating in the before/after school ELP/STEM programs.	Classroom teachers, ELA teacher leaders, MTSS Coach, Administration	Ongoing
Utilize and provide a variety of text, based on interest surveys, in teacher instruction, differentiation experiences and independent reading opportunities.	Classroom teachers Literacy Coach MTSS Coach	On going

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
Gender training by District staff	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Become more knowledgeable about brain development and biological differences in boys vs girls: text studies in PLCs	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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 towards state standards, assessment results and school processes/practices.	<ul style="list-style-type: none"> • Parent Teacher Conferences • Monthly Progress Reports • Report Cards • Open House/Title 1 Annual Meeting 	<ul style="list-style-type: none"> • All instructional Staff • Administration • MTSS Coach • Guidance Counselor 	<ul style="list-style-type: none"> • Monthly/Quarterly
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Provide Access to Computers • Research based Computer Programs • Reading and Math Materials to support academic strategies taught at parent training sessions 	<ul style="list-style-type: none"> • Classroom Teachers • Connect for Success Liaison • MTSS Coach 	<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"> • Academic Family Nights • Parent/ Teacher Conferences 	<ul style="list-style-type: none"> • All instructional Staff • Administration • SIP Teams 	<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 • Newsletters • Email Communication • Conferences • School Messenger Message 	<ul style="list-style-type: none"> • Administration • All Instructional Staff • Guidance Counselor 	<ul style="list-style-type: none"> • Ongoing
5. Provide opportunities to celebrate student success with families	<ul style="list-style-type: none"> • Report card recognition ceremonies • Istation, MYon, ST Math achievements • Before and after school program recognitions • C2C luncheons • Perfect attendance recognition • School wide behavior incentives 	<ul style="list-style-type: none"> • Classroom teachers • Administration • Program specialists • School Counselor • Social Worker 	<ul style="list-style-type: none"> • On going • Monthly • quarterly

6. 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

7. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	All Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teaching and Learning Guide Training	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Wendy	Clark	Select	Parent
Marie	Brainard	White	Principal
Claire	Townsley	White	Other Instructional Employee
Mary	Couture	White	Teacher
Vanessa	Byard	Black	Teacher
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
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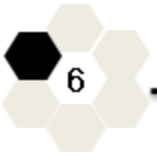
SAC COMPLIANCE

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	\$ 104,107.20
	MTSS Coach	\$72,753.87 (Title I)
	Literacy Coach	\$31,353.33 (Title I)
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	\$ 20,663.70
	District Set aside	\$13,750.00 (Title I)
	Professional texts, intervention kits/replacement materials, replacement resources for Jan Richardson Guided reading, culturally relevant reading materials based on student surveys	\$6,913.70 (Title I)
	Connect refresh	\$8,070.00 (Title I)
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [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 (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 3,864.10
	Connect for Success Liaison	\$1,159.10 (Title I)
	TDEs for professional development: observations of highly effective teaching by peers	\$305.00 (SIP)
	Stipends: after school 3 hr gender training	\$2,400.00 (Title I)
6.	Other (please list below)	\$ 5,500.00
	Community Involvement Assistant	\$1,611.08 (Title I)
	Agenda Planners	\$2,750.76 (Title I)



Budget and Other Requirements

	Title I Compacts	\$ 658.16 (Title I)
	Connect backpacks	\$480.00 (Title I)
TOTAL \$ Title I budget (allocated 160,800), utilizing \$139,500. SIP funds \$ 2,705.00 (based on 541 students)		