



School Improvement Plan SY 2018-19

OAKHURST ELEMENTARY SCHOOL

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Table of Contents

Continuous Improvement	3
Goals	12
Conditions for Learning	13
A. ELA/Reading Goal	17
B. Mathematics Goal.....	19
C. Science Goal.....	21
E. Healthy Schools Goal	23
F. Academic Intervention Goal	25
G. STEM Goal	27
Subgroups	28
A. Bridging the Gap with Equity for All: Black Students	28
B. ESE (As appropriate, based on school data)	30
C. ELL (As appropriate, based on school data).....	31
Family and Community Engagement	33
SAC Membership	35
BUDGET / SIP FUNDS	36



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.



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Kelly C. Kennedy	SAC Chair:	
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School Vision	The Vision of Oakhurst Elementary is 100% student success
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School Mission	The Mission of Oakhurst Elementary School is to educate and inspire each student to reach maximum potential, become lifelong learners and responsible citizens through the Mustang Way.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
724	12	27	78	29	575	3

School Grade	2018: B	2017: B	2016: B	Title I	NO
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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	64	69	79	78	71	63						
Learning Gains All	49	57	63	69								
Learning Gains L25%	33	42	40	52								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal/ Climate and Culture	Kelly	Kennedy	FT	11-20 years
Equity Champion/ELL	Mary	Smith-Hart	FT	11-20 years
ESE	Virginia	Esposito	FT	4-10 years
Assistant Principal	Heidi	Bockover	FT	1-3 years
Behavior Specialist	Tracey	Sanders	FT	11-20 years
Pre-K Teacher	Leighanne	Smith	FT	4-10 years
1 st Gr. Team Leader	Sally	Ewald	FT	11-20 years
2 nd Gr. Team Leader	Pam	Rice	FT	11-20 years
3 rd Gr. Team Leader	Jenni	Sullivan	FT	4-10 years
4 th Gr. Team Leader	Nicole	Foley	FT	4-10 years
5 th Gr. Team Leader	Kortney	Langes	FT	4-10 years
Total Instructional Staff:	11	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 instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students performing at or above proficiency will increase from 64% ELA and 79% Mathematics to 80%.

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 performing at or above proficiency will increase from 64% ELA and 79% Mathematics to 80%.

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students performing at or above proficiency will increase from 64% ELA and 79% Mathematics to 80%.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<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"> Data Chats following each assessment cycle Weekly Collaborative Planning and PLCs Walk-through data Preconference 	Principal	SBLT Team K-5 Teachers	Weekly on Weds.	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales MAP and Progress Monitoring Data Progression of Learning Standards Taught (Scales/Learning Boards) PLC conference notes Student Artifacts
2.	Tier 3 Problem-solving Team	All Priorities	Monitor instructional implementation of grade-level standards to	<ul style="list-style-type: none"> Data Chats following each assessment cycle 	Principal	SBLT K-5 Teachers	Weekly on Weds.	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales



	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>increase student FSA proficiency</i>	<ul style="list-style-type: none"> Weekly Collaborative Planning and PLCs Walk-through data Preconference 				<ul style="list-style-type: none"> MAP and Progress Monitoring Data Progression of Learning Standards Taught (Scales/Learning Boards) PLC conference notes Student Artifacts
3.	Equity Team	All Priorities	To hone all instructional skills for the benefit of proficiency in all student sub groups	<ul style="list-style-type: none"> Collaborative Lesson Planning Lesson implementation in the classroom 	Equity Champion	All instructional staff members	Pre-school and monthly faculty meetings	<ul style="list-style-type: none"> Lesson planning Classroom materials inclusive of all cultures Daily walkthrough and observations
4.	Child Study Team	All Priorities	Monitor student attendance and tardies to increase the percent of students performing at or above grade level expectations as defined by MAP and FSA.	<ul style="list-style-type: none"> Bi-weekly Child Study Team Meetings 	School Social Worker	SBLT	Bi-weekly on Weds.	<ul style="list-style-type: none"> FOCUS Absence and Tardy Reports CST Minutes
5.	Kindergarten - Leaders	All Priorities	Increase the percent of students performing at or above grade level expectations on MAP	<ul style="list-style-type: none"> Data Chats following each assessment cycle Weekly Collaborative Planning and 	L. Annand	K Team: L. Annand S. Barber C. Cook M. Fulle M. Gonzales T. Stegbauer	Weekly PLCs (Tuesday) and Collaborative Planning	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales MAP and Progress Monitoring Data



	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
				PLCs with a focus on student data <ul style="list-style-type: none"> • JRGR • Extended Learning Program 				<ul style="list-style-type: none"> • <i>Progression of Learning Standards Taught (Scales/Learning Boards)</i> • <i>PLC conference notes</i> • <i>Student Artifacts</i>
6.	First Grade Leaders	All Priorities	Increase the percent of students performing at or above grade level expectations on MAP	<ul style="list-style-type: none"> • Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs with a focus on student data • JRGR • Extended Learning Program 	S. Ewald	1 st Grade Team: C. Bulger A. Edwards S. Ewald L. Frechette B. Riggio	Weekly PLCs (Tuesday) and Collaborative Planning	<ul style="list-style-type: none"> • <i>Lesson plans aligned to standards, with targets and performance scales</i> • <i>MAP and Progress Monitoring Data</i> • <i>Progression of Learning Standards Taught (Scales/Learning Boards)</i> • <i>PLC conference notes</i> • <i>Student Artifacts</i>
7.	Second Grade Leaders	All Priorities	Increase the percent of students performing at or above grade level expectations on MAP	<ul style="list-style-type: none"> • Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs with a focus on student data • JRGR 	P. Rice	2 nd Grade Team: G. Bennett S. Lacina K. Lundquist M. Miranda J. Nickse P. Rice	Weekly PLCs (Tuesday) and Collaborative Planning	<ul style="list-style-type: none"> • <i>Lesson plans aligned to standards, with targets and performance scales</i> • <i>MAP and Progress Monitoring Data</i> • <i>Progression of Learning Standards Taught (Scales/Learning Boards)</i>



	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"> Extended Learning Program 				<ul style="list-style-type: none"> PLC conference notes Student Artifacts
8.	Third Grade Leaders	All Priorities	Increase the percent of students performing at or above grade level expectations on MAP	<ul style="list-style-type: none"> Data Chats following each assessment cycle Weekly Collaborative Planning and PLCs with a focus on student data JRGR Extended Learning Program 	J. Sullivan	3 rd Grade Team: M. Flores K. Hernandez B. Jenkins A. Lynd J. Sullivan M. Stanifer	Weekly PLCs (Tuesday) and Collaborative Planning	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales MAP and Progress Monitoring Data Progression of Learning Standards Taught (Scales/Learning Boards) PLC conference notes Student Artifacts
	4 th Grade Leaders	All Priorities	Increase the percent of students performing at or above grade level expectations on MAP	<ul style="list-style-type: none"> Data Chats following each assessment cycle Weekly Collaborative Planning and PLCs with a focus on student data JRGR Extended Learning Program 	N. Foley	K Team: M. Gars N. Foley J. Kunish B. Spilker H. Turner H. Wilson	Weekly PLCs (Tuesday) and Collaborative Planning	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales MAP and Progress Monitoring Data Progression of Learning Standards Taught (Scales/Learning Boards) PLC conference notes Student Artifacts
	5 th Grade Leaders	All Priorities	Increase the percent of students	<ul style="list-style-type: none"> Data Chats following each 	K. Langes	5 th Grade Team: Gade	Weekly PLCs (Tuesday) and	<ul style="list-style-type: none"> Lesson plans aligned to standards, with



	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
			performing at or above grade level expectations on MAP and FSA	assessment cycle <ul style="list-style-type: none"> Weekly Collaborative Planning and PLCs with a focus on student data JRGR Extended Learning Program 		Garrity King Langes Livingston	Collaborative Planning	<i>targets and performance scales</i> <ul style="list-style-type: none"> MAP and Progress Monitoring Data Progression of Learning Standards Taught (Scales/Learning Boards) PLC conference notes Student Artifacts
	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	See SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team	All Priorities	Increase the percent of students performing at or above grade level expectations on MAP and FSA	<ul style="list-style-type: none"> Monthly PBIS Meeting Restorative Practices Training throughout the year Book of the Month WOW Room Citizen of the Month (Mustang Round Up) 	T. Sanders and M. Hart	SBLT	On-Going throughout the year: Monthly PBIS Meeting within SBLT; Pre-school training; Friday - WOW Room; Monthly Mustang Round UP	<ul style="list-style-type: none"> SBLT Minutes Mustang Round Up Agenda Pre-School Agenda/Sign In Sheets



	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"> Model Mustangs Program 				
8.	Family Engagement Team	All Priorities	To increase schoolwide/community participation and student engagement	<ul style="list-style-type: none"> Meet Your Teacher Event Open House/Back to School Nights Great American Teach-In PTA Sponsored Evening Events Oakhurst Gives Back 	K. Kennedy H. Bockover Volunteer Coordinator PTA President	All staff members	On-going throughout the school year; PTA sponsors at least one family engagement event per month	<ul style="list-style-type: none"> Minutes from planning meetings Sign-In Documentation Volunteer Hours Documentation



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 48 referrals written during the 2017-18 SY with our African American students representing over 20% of the referrals written. We expect our performance level to be reduced by 50% and the number of African American students earning referrals to be reduced by 50% as well by the end of the 2018-19 SY.
2. The problem/gap in behavior performance is occurring because of inconsistent usage of Restorative Practices by all staff members.
3. If consistent use of Restorative Practices with all students would occur, the problem would be reduced by 50% or more, as evidenced by the number of referrals entered into FOCUS and recorded in School Profiles. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by analyzing .

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 black students earning referrals will decrease from 20.8% to 10% or less, as measured by the behavior dashboard data.

6. STRATEGIES:

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

- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • T. Sanders • K. Kennedy 	<ul style="list-style-type: none"> • Summer 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • T. Sanders 	<ul style="list-style-type: none"> • Summer 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • T. Sanders 	<ul style="list-style-type: none"> • Pre-school
Conduct learning opportunities.	<ul style="list-style-type: none"> • T. Sanders 	<ul style="list-style-type: none"> • Pre-school • On-going throughout the year during faculty meetings



Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> T. Sanders 	<ul style="list-style-type: none"> On-going throughout the year
Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> T. Sanders 	<ul style="list-style-type: none"> Weekly via SBLT
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"> T. Sanders 	<ul style="list-style-type: none"> Monthly during Faculty Meetings

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 – pre-school	All Staff Members 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers 1 Guidance Counselor 1 Media Specialist 6 Specialists (art/music/pe) 14 Assistants 1 Gifted Teacher 1 Behavior Specialist 5 ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly Restorative Practices training during faculty Meetings	All Staff Members 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers 1 Guidance Counselor 1 Media Specialist 6 Specialists (art/music/pe) 14 Assistants 1 Gifted Teacher 1 Behavior Specialist 5 ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96.1%. We expect our performance level to be 97% by the end of the 2018-19 SY.
2. The problem/gap in attendance is occurring because of initial lack of procedures to follow up with parents regarding student absences.
3. If immediate process and procedures to follow up on student absences would occur, the problem would be reduced by 1%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data using the data dashboard on a bi-monthly basis.

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 6% to 4%, as measured by the attendance dashboard data.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Choose Attendance Strategy
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	School Social Worker	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	School Social Worker	August 2018
Develop and implement attendance incentive programs and competitions.	K. Kennedy	On-going
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	K. Kennedy	On-going
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	School Social Worker	Bi-weekly during CST
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	School Social Worker	Bi-weekly during CST
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	School Social Worker DMT	Bi-weekly during CST

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
<p>During pre-school, the Social Worker and DMT will train teachers and staff on how to properly enter and record absences in FOCUS.</p>	<p>All Staff Members 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers 1 Guidance Counselor 1 Media Specialist 6 Specialists (art/music/pe) 14 Assistants 1 Gifted Teacher 1 Behavior Specialist 5 ESE Teachers</p>	<p><input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>
<p>During pre-school, administration will train teachers on the process and timeline for contacting parents regarding student absences</p>	<p>All Staff Members 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers 1 Guidance Counselor 1 Media Specialist 6 Specialists (art/music/pe) 14 Assistants 1 Gifted Teacher 1 Behavior Specialist 5 ESE Teachers</p>	<p><input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 64%, as evidenced in 2018 FSA/ELA.
2. We expect our performance level to be 80% by the end of the 2018-19 SY.
3. The problem/gap is occurring because the learning gains are not showing adequate progress.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 20%.

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 performing at or above grade level will increase from 64% to 80%, as measured by 2018-19 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.
- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction	K. Kennedy H. Bockover Team Leaders	On-going during daily classroom instruction; PLCs; Collaborative Planning
Utilize Jan Richardson’s Guided Reading Routine (as well as other small group methods) to meet the unique needs of students	K. Kennedy H. Bockover Team Leaders	Daily during the reading intervention block
Design lessons on a trajectory of difficulty with multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students’ needs.	K. Kennedy H. Bockover Team Leaders	On-going during daily classroom instruction; PLCs; Collaborative Planning
Conduct regular PLCs inclusive of “data chats” to review student responses to tasks and plan for instruction based on data.	K. Kennedy H. Bockover Team Leaders	On-going during daily classroom instruction; PLCs; Collaborative Planning
Administrators monitor teacher practice and provide feedback to support teacher growth	K. Kennedy H. Bockover	Daily walkthroughs; formal observations; Data Chats; PLCs and Collaborative Planning
Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano’s Taxonomy and adjust instruction through the use of talk, task, text and student needs.	K. Kennedy H. Bockover Team Leaders Classroom Teachers	On-going during daily classroom instruction; PLCs; Collaborative Planning
Provide multiple opportunities for students to grapple with vocabulary across the literacy block (reading, writing, speaking and listening).	Classroom Teachers	Daily



Subgroup Goals

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
All Staff Members	All Staff Members 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers 1 Guidance Counselor 1 Media Specialist 6 Specialists (art/music/pe) 14 Assistants 1 Gifted Teacher 1 Behavior Specialist 5 ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Just in Time ELA professional development with a focus on JRGR and standards based instruction	5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Book Study with an ELA Focus - TBD	K-5 Classroom Teachers: 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers 1 Gifted Teacher 1 Behavior Specialist 5 ESE Teachers 1 Guidance Counselor 1 Media Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
2 nd grade ELA Jan Richardson Guided Reading Training	Janet Nickse Eve Basara Gail Bennett	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 79%, as evidenced in FSA/Mathematics.
2. We expect our performance level to be 80% by the end of 2018-19 SY.
3. The problem/gap is occurring because there is a lack of students making learning gains.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students performing at or above proficiency levels will increase from 79% to 80%, as measured by 2019 FSA.

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers collaborate to collect and implement rigorous tasks aligned to each standard, including Mathematics Formative Assessment System (MFAS) and Rich Mathematical Tasks from the Curriculum Guides.	K. Kennedy H. Bockover Team Leaders K-5 Classroom Teachers	Daily mathematics instruction; PLCs; Collaborative Planning
Teachers monitor and provide feedback to students to support learning.	K. Kennedy H. Bockover Team Leaders K-5 Classroom Teachers	Daily Mathematics instruction; journal reflection
Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc) and encourage students to select tools that support making sense of problems.	K. Kennedy H. Bockover Team Leaders K-5 Classroom Teachers	Daily Mathematics instruction; journal reflection

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 - TBD	K-5 Classroom Teachers: 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

	7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers	
Mathematical Cohort II	L. Frechette (K/1) E. Weingart (2/3) N. Foley (4) K. Langes (5) Kennedy Bockover	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 71%, as evidenced in the 2018 SSA.
2. We expect our performance level to be 80% by the end of the 2018-19 SY.
3. The problem/gap is occurring because previous grade level standards are not transferring to the 5th grade .
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 9% or more.

5. SMART GOALS:

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

The percent of 5th grade students performing at or above proficiency levels will increase from 71% to 80%, as measured by 2019 SSA.

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?
At all grade levels, regularly assess (formally and informally) and utilize data to modify and adjust instruction.	K. Kennedy H. Bockover Team Leaders K-5 Classroom Teachers	Daily Science instruction; journal reflection
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	K. Kennedy H. Bockover Team Leaders K-5 Classroom Teachers	Daily Mathematics instruction; journal reflection; PLCs and Collaborative Planning

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
New Science Adoption Training	K-5 Classroom Teachers: 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

	5 Fifth Grade Teachers	
Just in Time Science Training - TBD	K-5 Classroom Teachers: 6 Kindergarten Teachers 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Science Lab Training	1-5 Classroom Teachers: 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 2 out of 6 modules in bronze, as evidenced in the Alliance for Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by April 2019.
3. The problem/gap is occurring because the wellness team has not started some of the modules.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced by having greater opportunities to be eligible for recognition.

5. SMART GOALS:

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

Our school will be eligible in 6 out of 6 modules for bronze recognition or higher by April 2019 as evidenced in the Alliance for 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.)

- Choose Strategy
- Choose Strategy
- Choose Strategy

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/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student	K. Kennedy H. Bockover	August 2018
Attend district-supported professional development	Healthy School Team	August 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018-September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018-April 2019
Update Healthy Schools Program Assessment and Apply for Recognition, if applicable	Healthy School Team	Complete by April 1, 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
- Other

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroup Goals

School Improvement Plan 2018-19

Healthy School Team A: Assessment Component #19549	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team D: Celebrations Component #20530	Healthy School team Members	<input checked="" type="checkbox"/> Other Priority <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

- 1. Our current level of performance is 64% ELA and 79% Mathematics, as evidenced in 2018 FSA.
2. We expect our performance level to be 80% by the end of the 2018-19 SY.
3. The problem/gap is occurring because there is a lack of students making learning gains in both ELA and Mathematics.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 10% or greater for both ELA and Mathematics.

5. SMART GOALS:

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

The percent of all students demonstrating learning gains will increase from 49% ELA and 63% Mathematics to 59% in ELA and 73% in Mathematics, as measured by the 2019 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.)

Table with 3 columns: WHAT (are you doing to implement these strategies?), WHO (is leading this step?), and WHEN (is it occurring?). It contains four rows of action steps related to assessing and adjusting instruction.

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



Subgroup Goals

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
Data Champions Training	K. Kennedy H. Bockover	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Jan Richardson Guided Reading Routine	1-5 Classroom Teachers: 5 First Grade Teachers 7 Second Grade Teachers 7 Third Grade Teachers 6 Fourth Grade Teachers 5 Fifth Grade Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 71%, as evidenced in 2018 SSA.
2. We expect our performance level to be 80% by the end of the 2018-19 SY.
3. The problem/gap is occurring because of a lack of pervious grade level standard transfer to 5th grade.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 9%.

5. SMART GOALS:

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

The percent of 5th grade students proficiency scores who attend STEM will increase from 71% to 80%, as measured by 2019 FSSA.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Foster an environment of cooperation and collaboration amongst students including academic language, discussions and group projects.	K. Kennedy - Principal H. Bockover – AP K-5 Classroom Teachers	Daily during instruction
Develop teacher capacity to organize for and engage the students in complex tasks involving hypothesis generation and testing.	K. Kennedy - Principal H. Bockover – AP K-5 Classroom Teachers	Daily during instruction

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Academy Training	STEM Instructors - TBD	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50% of our African American Students performed at or above grade level for both ELA and Mathematics, as evidenced in the 2018 FSA ELA/Mathematics .
2. We expect our performance level to be 80% or above by the 2019 FSA ELA/Mathematics.
3. The problem/gap is occurring because there is a lack of students making learning gains.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 30%.

5. SMART GOALS:

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

The percent of black students performing at or above grade level expectations will increase from 50% to 80% in ELA and Mathematics, as measured by 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	•
Student Achievement	<input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning 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 type="checkbox"/> Choose Strategy	• Increase in black students performing at or above grade level as defined by MAP and FSA
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Discipline	<input type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Decrease in black student discipline incidents as recorded in the behavior dashboard
ESE Identification	<input 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	• Increase in black students performing at or above grade level as defined by MAP and FSA
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•

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?
Through PLCs and Data Chats identify and monitor black student not working at grade level for inclusion in intervention programs offered before, during and beyond the school day to increase reading and math proficiency	H. Bockover	August On-going throughout the year
Monitor identified students' weekly iStation and STMath data	K. Kennedy – iStation H. Bockover - STMath	Weekly/Daily throughout the year
During PLCs, monitor identified students' daily and weekly classwork using formative assessments and re-teach or enrich as needed.	Classroom Teacher	Weekly on Tuesdays during PLCs and daily throughout the year using formative assessments
Identified students work with teachers to set MAP goals and monitor their progress towards meeting their goals following each assessment cycle	H. Bockover Classroom Teachers	Following each MAP assessment cycle
Identified students will receive reading intervention using the Jan Richardson Guided Reading Routine	Classroom Teachers	Daily
Small group math intervention groups, as needed following formative assessments to reteach standards	Classroom Teachers	Daily, as needed

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
JRGR Training	K-5 teachers who have not been previously trained	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<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 28% ELA proficiency and 28% Mathematics proficiency for our ESE students, as evidenced in 2018 FSA.
2. We expect our performance level to be 80% proficiency for both ELA and Mathematics by the 2019 FSA.
3. The problem/gap is occurring because lack of learning gains made by our ESE students.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 58%.

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 and Mathematics proficiency will increase from 28% to 80%, 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).

Choose Strategy

Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Design master schedule for the 2018-19 school year with the ESE specialist to ensure that students are able to receive appropriate interventions as indicated by their IEPs.	V. Esposito P. Livingston	August 2018
ESE specialists articulate with classroom teachers on a regular basis during PLCs and collaborative planning to ensure that appropriate support is given to students in regard to acquisition of grade level standards	V. Esposito P. Livingston	On-going throughout the year on a weekly or bi-weekly schedule
Classroom Teachers monitor all ESE students' iStation and STMath progress on a weekly basis.	H. Bockover Classroom Teachers of ESE students	Weekly throughout the school year.

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
STMath and iStation report training	Classroom Teachers of ESE students	<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 40% of our ELL student are working at or above grade level, as evidenced in the 2018 FSA ELA scores.
2. We expect our performance level to be 80% by 2019 FSA.
3. The problem/gap is occurring because lack of ELL students making ELA learning gains on the FSA.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 40%.

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 40% to 80%, 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.)*

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Identify ELL students and their classroom teachers for the 2018-19 SY.	H. Bockover M. Hart	August 2018
Analyze each ELL students' Access data and determine each child's strength and areas in need of improvement; discuss with classroom teachers	H. Bockover M. Hart	August 2018
Increase vocabulary acquisition for ELL student using the PVP on a daily basis.	Classroom teachers of ELL students	On-going throughout the year on a daily basis
Monitor iStation usage for all ELL students	H. Bockover Classroom teachers of ELL students	Weekly
All ELL students invited to attend ELA Extended Learning Opportunities offered throughout the year.	H. Bockover	September 2018
Monitor ELL student progress using MAP data following each assessment cycle	H. Bockover Classroom teachers of ELL students	Following each assessment cycle
Classroom teachers work with ELL students to set goals following MAP assessments and monitor progress	H. Bockover Classroom teachers of ELL students	Following each assessment cycle



Subgroup Goals

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
Pinellas Vocabulary Project	Classroom Teachers of ELL students	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Goal setting using MAP data	Classroom Teachers of ELL students	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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"> • Student Led Conferences • Schedule and host conference weeks during the year • To communicate school events, we will utilize the following forms of contact: Student Agendas, School Messenger, Online Newsletter, Marque 	<ul style="list-style-type: none"> • K. Kennedy • H. Bockover • Classroom Teachers 	<ul style="list-style-type: none"> • On-going throughout the year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Host grade level specific Open Houses to explain expectations for the year • Host a Curriculum Night which parents can pick and choose mini-workshops offered to support student achievement at home • Host a 3rd grade promotion/retention policy training • Using the student agenda, teachers will share student progress on STMath and iStation 	<ul style="list-style-type: none"> • K. Kennedy • H. Bockover • Classroom Teachers 	<ul style="list-style-type: none"> • September – Open House • Curriculum Night – 1st Semester • 3rd grade Meeting – 1st Semester • STMath/iStation – on going throughout the year
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • A "Meet Your Administrators" Open House • Student agendas will be utilized by both parents and teachers to share information between the home and school 	<ul style="list-style-type: none"> • K. Kennedy • H. Bockover • Classroom Teachers 	<ul style="list-style-type: none"> • August, 2018 • On-going throughout the year
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> • Meet the Teacher Pre-School Event • Open House • Student Led Conferences • Parent/Teacher Conferences • Invite parents to join us for our Monthly Mustang Round-Ups where we celebrate students for academic and social accomplishments throughout the each specific month • All parents invited to monthly SAC meetings 	<ul style="list-style-type: none"> • K. Kennedy • H. Bockover • Classroom Teachers • PTA and SAC Presidents 	<ul style="list-style-type: none"> • August, 2018 • September, 2018 • Student Led Conferences – 2nd Semester • Mustang Round up – last Friday of each month • SAC – Monthly • PTA – Monthly • Agendas – daily



	<ul style="list-style-type: none"> • All parents are invited to attend monthly PTA events • Invite parents to join us in celebrating our BUGS students throughout the year • Expectation that student agendas will be used to share information between school and home on a daily basis • Partnership with Kiwanis Club and Authentic Martial Arts 		<ul style="list-style-type: none"> • Partnerships – on going throughout the year
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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
		<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



SAC Membership

First Name	Last Name	Race	Stakeholder Group
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
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		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]
	SIP funds will be used to support Tier 2 and Tier 3 interventions within the school day using JRGR Routine and Leveled Literacy Instruction (LLI)	[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.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.)		\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6. Other (please list below)		\$ [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]		