



School Improvement Plan SY 2018-19

OLDSMAR 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.



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Jeffrey Moss, Ed.D.	SAC Chair:	Kayla Andux
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School Vision	100% Student Success
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School Mission	The mission of Oldsmar Elementary is to provide a safe learning environment, while educating and inspiring each student to reach their maximum potential and become lifelong learners and responsible citizens.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
575	16	43	125	22	369	0

School Grade	2018: A	2017: B	2016: A	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	69	62	79	75	61	64						
Learning Gains All	66	54	65	61								
Learning Gains L25%	57	51	53	41								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Jeffrey	Moss	FT	1-3 years
Assistant Principal	Brandi	Williams-Miller	FT	4-10 years
Counselor/RP	Deborah	Manning	FT	20+ years
Pre-K/VPK	Kathleen	Dupuis	FT	4-10 years
Kindergarten	Vicki	Wilhelmi	FT	11-20 years
1 st Grade	Audrey	Lopez	FT	11-20 years
2 nd Grade	Kimberly	Kantrowitz	FT	4-10 years
3 rd Grade	Kristin	Kirberger	FT	11-20 years
4 th Grade / Equity Champion	Bridget	Behrmann	FT	4-10 years
5 th Grade/SAC Chair	Kayla	Andux	FT	4-10 years
ESE/Gifted	Elaine	Dunson	FT	4-10 years
School Psychologist	Janelle	Willett	Itinerant	4-10 years
Media Specialist	Jessica	Putnam	FT	11-20 years
Bookkeeper Secretary	Cathleen	Schmitt	FT	11-20 years
Social Worker	Kristen	Hillman	Itinerant	1-3 years
Total Instructional Staff:	48		Total Support Staff:	27



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:** Differentiated, Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support differentiated, standards-based planning, then the percent of all students who demonstrate proficiency in ELA, Math and Science will increase from 70% to 75%.

2. **Priority 2:** Student-Centered Instruction with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered instruction with rigor , then the percent of all students who demonstrate annual learning gains in ELA and Math will increase from 65% to 70%.

3. **Priority 3:** Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students who demonstrate proficiency in ELA, Math and Science will increase from 70% to 75%.



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 implementation of culturally-relevant, differentiated, rigorous standards-based instruction to increase student FSA proficiency; Oversee the implementation of our MTSS framework	<ul style="list-style-type: none"> • Training on Standards-based planning and Learning Boards to monitor progress towards standards; • Monitor progress of Restorative Practices, PBIS, and ODR data; • Monitor Progress of MTSS across grade-levels 	Principal	Assistant Principal, Counselor and Support Service Leaders & Teacher Leaders	Bi-Weekly - Thursdays	<ul style="list-style-type: none"> • Standards-based lesson plans that promote rigor for students; • Culturally relevant teaching and restorative practices evident throughout school; • SBLT will conduct data chats (stemming from PLC work) to review schoolwide student and intervention data; • Students move throughout Tiers of instruction and



	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
								receive differentiated learning and intervention opportunities as needed (ex: ISIP, running records, formative / MAP assessments)
2.	Intervention Problem-solving Team	Priority 1	Monitor data specific to students who move through Tier 2 and 3 in academic and/or behavior intervention	<ul style="list-style-type: none"> Refreshers for staff on MTSS; Efficient data-collection systems used and monitored; PLC meetings dedicated to data-review and planning next steps; Prioritizing and organizing rosters for K-2 students receiving RELP instruction during Reading Intervention Defining positive practices that should be shared with the staff 	School Psychologist & Social Worker	Counselor, Teachers, Administrators	Bi-Weekly-Fridays	<ul style="list-style-type: none"> K-2 PLCs meet quarterly with Problem-solving Team to review and discuss student progress data (ex: Reading ELP services) Students instructed in Tier 2/3 academic intervention (RELP and/or in-class) demonstrate growth; Students placed into Tier 2/3 behavioral intervention demonstrate increase in replacement and desired behaviors
3.	Equity Team	Priority 3	Plan and implement culturally	<ul style="list-style-type: none"> Attend summer AVID/CRT training 	Principal, Assistant Principal,	PLCs/Teacher Leaders (ALL)	Summer PD - June 2018;	<ul style="list-style-type: none"> AVID/CRT methods evident in lesson plans PK-5



	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
			responsive teaching methods; also, help develop capacity in others on staff	(4 teacher leaders) <ul style="list-style-type: none"> • Attend “Equity Champion” summer PD (1 teacher) • Lead by example with CRT methods • Collaborate among PLCS and SBLT to plan info roll-out for staff 	Equity Champion + AVID/CRT trained Staff		Pre-Service Planning; Monthly during PLC meetings	<ul style="list-style-type: none"> • AVID/CRT methods evident during walkthroughs and observations; • Gaps in academic achievement on MAP and FSA decreased between subgroups (ex: Hispanic to non-Hispanic achievement gap in reading decrease)
4.	Child Study Team	Priority 2	Increase student attendance rates; Intervene for K-5 students with absences equaling or exceeding 10% of instructional days	<ul style="list-style-type: none"> • Review and monitor all K-5 students’ attendance rates • Make contact with parents of students with <90% attendance • Follow-up and hold in-person conferences with parents • Plan and implement additional Tier 1 strategies to boost attendance; • Partner with agencies for truancy issues 	Social Worker	Counselor, Principal, Social Worker, District Attendance Specialist	Bi-Weekly - Thursdays	<ul style="list-style-type: none"> • CST meeting minutes and records maintained • Student attendance will meet or exceed 95% overall for school • The number of students with attendance of <90% will decreased throughout the year



	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
5.	Restorative Practices/PBIS Team	All Priorities	Implement restorative practices across all areas of school to increase the positive nature of our school culture for student learning & success	<ul style="list-style-type: none"> Attend summer PD – team and trained trainer Conduct pre-service and PLC PD with all staff Implement RPs across all areas of school SBLT reviews & monitors progress of RPs and behavioral data throughout the school year Utilize PBIS survey to measure results 	Principal	Assistant Principal, Counselor, Teacher Leaders co-lead; All staff participates in RP	Summer team PD & Trained Trainer PD; Pre-service PD for all Staff during pre-service and PLCS, August through mid-October	<ul style="list-style-type: none"> PD completed PD plan with staff planned and implemented RP evident across all areas of school through meetings, question techniques, common RP language developed Behavioral and staff, student and parent climate data will improve through sustained implementation of RP
6.	Literacy Leadership Team	All Priorities	Continue to lead the strengthening of differentiated literacy instruction & Increase family engagement for supporting students' literacy development	<ul style="list-style-type: none"> Meet as LLT to review SIP literacy goals & initiatives Review ISIP data monthly Plan Family Literacy Night event and other forms of parent & community outreach Determine priorities and plan for referendum and additional budgetary allocations 	Assistant Principal	Rep from each Grade-Level team; ESE; Media Specialist; Principal	Monthly meetings to review and monitor literacy initiatives; Annual parent event in November	<ul style="list-style-type: none"> Walkthroughs and observations will indicate that Guided Reading practices continue to strengthen and become more regular across all ELA classrooms Family Literacy Night well-planned and attendance will increase over last year ESE will better align literacy practices to match SIP goals and ongoing practices of



	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"> Reps work with their PLC to monitor progress with guided reading and iStation 				general education classrooms <ul style="list-style-type: none"> K-5 literacy data will continue to improve (ISIP, MAP, running records);
7.	Professional Learning Communities (PLCs) – Grade-Level Teams	All Priorities	Distribute leadership of SIP goals & initiatives throughout grade-level teams	<ul style="list-style-type: none"> Meet as PLCs to monitor student data; SIP goals and SBLT feedback brought back by Team Leader; Complete PD sessions; Develop action plans in PLCs ESE rotates through PLCs 	Team Leader	Teachers, Specialists; ESE; Administrators	Weekly on Tuesdays	<ul style="list-style-type: none"> PLC agenda/minutes, capturing data points and action plans; All teams working toward SIP goals; ESE practices closely aligned to Gen Ed classrooms; PD completed and implemented (ex: RPs)



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: *Student Discipline Data on EDS dashboard (ODRs and subgroups)*

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is that 18 different students received ODRs in 2017-2018. We expect our performance level to be no more than 14 students receiving ODR's by June 2019.
2. The problem/gap in behavior performance is occurring because of a need for sustained efforts in Restorative Practices throughout our school.
3. If ongoing trainings in Restorative Practices occur, the problem (18 students received ODRs) will be reduced by 20%, as evidenced by Office Discipline Referrals (ODRs).
4. We will analyze and review our data for effective implementation of our Restorative Practices/PBIS strategies monthly at our School-Based Leadership Team (SBLT) meetings.

5. SMART GOAL:

The number of all students receiving ODRs will decrease from 18 to 14, as measured by 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.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the 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"> • Moss, Williams, Manning, Giddings 	<ul style="list-style-type: none"> • June 27 & 28, 2018
<i>Ensure at least one staff member attends and becomes a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Jeff Moss 	<ul style="list-style-type: none"> • July 16-18, 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Moss, Williams, Manning, Giddings 	<ul style="list-style-type: none"> • Pre School Week
<i>Conduct learning opportunities for students</i> <ul style="list-style-type: none"> • Reteach <i>New Student Orientation</i>	<ul style="list-style-type: none"> • Moss, Williams, Manning 	<ul style="list-style-type: none"> • Mid-term and at the end of each grading period
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Moss & Williams 	<ul style="list-style-type: none"> • On-going
<i>Review student and teacher data on a monthly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • Monthly
<i>Update school-wide plan when needed</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Moss, Williams, Manning, Giddings 	<ul style="list-style-type: none"> • 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 (standards-based, differentiated instruction)
 - Priority 2 (student-centered instruction w/ rigor)
 - Priority 3 (culturally relevant teaching practices)

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 Team PD	4 (Principal, Assistant Principal, Counselor, Teacher Leader)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
IIRP Trainer of Trainer PD	1 (Principal)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Pre-service PD with all school instructional and support staff members	60 (48 instructional staff, 12 support staff)	<input type="checkbox"/> Priority 1 <input checked="" 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 greater than 96% by May 2019.
2. The problem/gap in attendance is occurring because 18% (92 out of 510) of K-5 students missed at least 10% of school.
3. If sustained intervention and communication by CST and teachers would occur, the problem would be reduced by 20%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring data through CST and implementing plans for increased communication with families of students who are absent.

5. SMART GOAL:

The percent of all K-5 students missing more than 10% of school will decrease from 18% to 14%, as measured by attendance dashboard data

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

- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

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.	Administrators and Student Services	Pre-service and monthly at faculty meetings
Develop and implement attendance incentive programs and competitions.	SBLT and CST	August and September
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Bi-weekly, August to May
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST and teachers of students with attendance issues	August to May, as needed
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Teachers, DMT, office support	Daily, throughout year

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review attendance data and SIP goals with staff – pre-service PD and follow-up with SBLT throughout year	All staff (Teachers, Support, Administration)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Roll-out improved strategies for strengthening Tier 1 attendance strategies (ex: student/family reminders from principal, special incentives, etc.)	Principal, Counselor, Social Worker	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW: *FSA proficiency and learning gains; MAP percentiles and growth; ISIP; Running Records*

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 69% of students in Grades 3-5 were proficient, as evidenced by ELA – FSA results.
2. We expect our ELA-FSA performance level to be 72% by spring 2019.
3. The problem/gap is occurring because we need to continue to strengthen our core literacy instruction for all students.
4. If differentiated, student-centered, standards-based instruction would occur in ELA, the problem would be reduced by 10% of our total percent of non-proficient students (i.e., 31% non-proficient decreased to 28%).

5. SMART GOALS:

The percent of all students achieving ELA proficiency will increase 69% to 72%, as measured by FSA.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources, and to monitor student progress toward standards utilizing learning boards.
- 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 practice to utilize questions to help students elaborate on content; ex: through guided reading practices.

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?
Engage staff in professional development about learning boards (ex: PCS summer PD sessions, presentation to faculty, visit other school)	Principal, PLCs	July to September
Continue to strengthen culture of data through PLCs and data chats to closely monitor students' progress in reading/ELA	Administration, Data Champions	Ongoing throughout August to May
Continue to strengthen guided reading practices through job-embedded PD, instructional feedback.	Learning Specialist, Principal, District Coach	August through November

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
Engage teachers in PD about learning boards (ELA and Math): discussion/demonstration during pre-service; bring reps from each grade level to visit a model school in PCS; follow-up discussions in PLC; disseminate throughout our staff highlights of progress and success stories among our teachers	All teachers (42) will be introduced – Aug 2018; Reps from each grade level / team will visit Anona Elementary (7 total) – Sept 2018	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Administrators will facilitate quarterly data chats with each grade-level team (Pre-K – 5 th) focusing on literacy growth, MAP data, and ensuring effective, fluid plans for intervention/enrichment are in place for reading (including ELP)	All Grade-Level PLCs and Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroup Goals

<p>Assistant Principal (Learning Specialist) will continue PLC chats and fidelity checks for our Guided Reading initiative; Jan Richardson videos and trade books resources will continue to be utilized among PLCs; Just-in-Time Coach will book visit(s) to return as needed and conduct model lessons/side-side-coaching for teachers in most need of support</p>	<p>All teachers of reading (Pre-K to 3rd, 4th & 5th ELA, ESE/VE)</p>	<p><input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>
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B. Mathematics Goal

DATA SOURCES TO REVIEW: *FSA proficiency and learning gains; MAP percentiles and growth data; ST Math progress*

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 79% of students in Grades 3-5 were proficient, as evidenced by Math – FSA results.
2. We expect our performance level to be 83% of students proficient in Grades 3-5 by the May 2019 FSA.
3. The problem/gap is occurring because we need to continue to strengthen our core math instruction and differentiated intervention for all students.
4. If highly effective core instruction and well-planned intervention in math would occur, the problem would be reduced by 10% of our non-proficient students (i.e., 21% reduced to 17%).

5. SMART GOALS:

The percent of all students in Grades 3-5 achieving math proficiency will increase from 79% to 83%, as measured by FSA.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources and monitor student progress toward the standards through the use of learning boards.
- 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 practice to utilize rigorous math tasks and questions to help students deepen their conceptual and procedural understanding of mathematics.

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?
Engage staff in professional development about learning boards (ex: PCS summer PD sessions, presentation to faculty, visit other school)	Principal, PLCs	July to September
Continue to strengthen culture of data through PLCs and data chats to closely monitor students' progress in reading/ELA	Administration, Data Champions	Ongoing throughout August to May
Continue with job embedded PD for staff through MTLI (teacher leaders helping to build staff capacity) to focus on rigorous math tasks and questions, in addition to data-driven planning for intervention	MTLI Teacher Leaders, Administration	Ongoing PD cohort (Summer PD through April)

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
Engage teachers in PD about learning boards (ELA and Math): discussion/demonstration during pre-service; bring reps from each grade level to visit a model school in PCS; follow-up discussions in PLC; disseminate throughout our staff highlights of progress and success stories among our teachers	All teachers (42) will be introduced – Aug 2018; Reps from each grade level / team will visit Anona Elementary (7 total) – Sept 2018	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroup Goals

Administrators/MTLI participants will facilitate quarterly data chats with each grade-level team (Pre-K – 5 th) focusing on math performance, including MAP data and formative assessments, and a focus on ensuring ELP opportunities in Math for any student in need, grades 4-5.	All PLCs and Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MTLI-based activities will continue (i.e., teacher leader, embedded support), including: 30-minute PD videos delivered to teachers during PLC along with follow-up discussion (ex: from Dr. Julie Dixon); Vertical PLC meetings (PK-2 & 3-5) conducted at least quarterly to review trends in data, fine-tune planning of daily intervention periods, and discussing rigorous math tasks and quality/common assessments.	All Teachers of Math (PK through 3 rd , 4 th & 5 th Math/Sci; ESE/VE)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW: *Science FSA, MAP percentile and growth data; District diagnostic and cycle assessments data*

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 61% of 5th Grade students were proficient, as evidenced by SSA results.
2. We expect our performance on 5th Grade SSA level to be 70% by the SSA in May 2019.
3. The problem/gap is occurring because we need to strengthen our vertical (across grades) approach to teaching students to master 3rd through 5th grade science concepts and vocabulary to promote greater levels of proficiency on SSA.
4. If well-aligned, standards-based science concepts and vocabulary instruction throughout Grades 3-5 would occur, the problem would be reduced by 10% (i.e., reduction of our percent of students who are non-proficient in 5th Grade.

5. SMART GOALS:

The percent of all students achieving science proficiency in 5th Grade will increase from 61% to 70%, as measured by SSA results.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student (ex: diagnostic and cycle assessments).
- Strengthen staff ability to engage students in complex tasks utilizing 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?
Ensure teachers review and discuss our district’s new Science Adoption and have collaborative conversations around aligning standards, tasks, and curriculum resources	Grade-Level Team Leaders	August and September
Administer all available district diagnostic assessments (i.e., Beginning of year; Mid-Year; Cycle Assessments 1 to 3) and utilize data to plan opportunities for targeted/spiraling vocabulary/concept review	Learning Specialist, Grade-Level Team Leaders,	Ongoing, Aug through March
Establish a strong focus on “Science Power Words, grades Pre-K to 5 th to build a deep understanding of key elementary level science vocabulary and concepts. This will include installing Power Words banners around the campus, as well as installing these words in our cafeteria, to aid with various interactive student activities that include movement, music and speaking to reinforce key vocab/concepts	Learning Specialist, Science Lab Managers	August 2018 (pre-service) and ongoing focus throughout year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Science teachers will attend summer PD and also conduct collaborative conversations around new science adoption and links to Florida Standards and learning tasks	5 th grade Science Teachers (2) plus various 1 st through 4 th grade teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Healthy Schools Goal

DATA SOURCES TO REVIEW: *Healthy Schools survey info*

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6 Healthy Schools modules were eligible for Bronze or higher, as evidenced by our “Alliance for a Healthier Generation” assessment progress.
2. We expect our performance level to be 7 Healthy Schools eligible for Bronze or higher by April 2019.
3. The problem/gap is occurring because we need to formalize our processes and supports for student services (ex: counseling referrals, mental health assistance).
4. If our student services system improvements would occur, the problem would be reduced by 1 less module assessed below Bronze.

5. SMART GOALS:

The number of all modules assessed at Bronze or higher will increase from 6 to 7, as measured by the Alliance for a Healthier Generation.

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.

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?
	Principal and Wellness Champion	August 2018
Attend district-supported professional development	Healthy Schools Team	Aug 2018 to April 2019
Complete Healthy Schools Assessment	Healthy Schools Team	August to Sept 2018
Complete the SMART snacks in School Documentation	Cafeteria Manager	September 2018
Continue to monitor and further implement Healthy Schools action plan – focusing on improving our 7 th module	Principal, Wellness Champion, PE Teacher	By April 2019

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

- Priority 1 Priority 2 Priority 3 Other

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy School Team A: Assessment Component	Healthy Schools Team	<input checked="" type="checkbox"/> Other
Healthy School Team C: Developing and Implementing Action Plan Component	Healthy Schools Team	<input checked="" type="checkbox"/> Other

E. STEM Goal

DATA SOURCES TO REVIEW: *STEM Academy participation and activities*



REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 80 students, grades 2 - 5 participated in STEM Academy, 25 students in Coding Club (grades 3-5), and 10 students in IC3-SPARK basic computer applications certification in 2017-2018.
2. We expect our performance level to be maintained by continuing to provide STEM enrichment opportunities to at least 100 students in grades 2-5..
3. The problem/gap is occurring because staff will need to continue investing additional time for planning and instruction in order to maintain this goal.
4. If our STEM enrichment teachers continuing their commitment to time and PD for implementation of STEM enrichment for grades 2-5 would occur, we would successfully achieve this goal.

5. SMART GOALS:

The number of all students participating in STEM Academy activities will meet or exceed 100 as measured by enrollment in STEM Academy, Coding Club, and IC3-SPARK by April 2019.

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.

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?
	STEM Academy teachers	August 2018 to April 2019
STEM Academy teachers monitor and provide feedback to students to support their learning and enrichment	STEM Academy teachers	August 2018 to April 2019
	STEM Academy teachers	August 2018 to April 2019

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Academy teachers will attend district PD – specific to grade-levels they teach as well as new initiative of robotics	Stem Academy teachers (2)	<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: *FSA scores, MAP data, and formative assessments throughout school year*



Subgroup Goals

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is, of 16 students who are Black, 10 were proficient in ELA (63%) and 11 were proficient in Math (69%), as evidenced by the 2018 FSA.
2. We expect our performance level for students who are Black to be at least equal to the schoolwide FSA average by spring 2019 FSA. Our schoolwide averages for FSA proficiency were ELA – 69% and Math – 79%.
3. The problem/gap is occurring because we must continue to improve our Culturally Relevant Teaching practices as well as opportunities for ELP..
4. If we continue to focus on bridging the gap for this subgroup by improving the use of Culturally Relevant Teaching practices (ex: Music, Mouth, Movement, Monitoring) and provide effective ELP services, our achievement gap would be further reduced (note: Our achievement gap for our Black subgroup has been cut by 50% over the past two school years).

5. SMART GOALS:

The percent of black students who are proficient in ELA and Math will increase from 66% to 70%, as measured by FSA in spring 2019.

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	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on AVID/culturally relevant teaching (CRT) strategies to increase engagement and improve pass rates and grade point averages for black students. 	<ul style="list-style-type: none"> • Teachers will collaborate during PLC and Faculty meetings, having active discussion and practice opportunities around AVID/CRT methods
Student Achievement	<ul style="list-style-type: none"> <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"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <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"> • AVID/CRT practices will become commonplace across grade-levels and content areas – evident through lesson plan reviews and classroom walkthroughs • Intervention blocks in Reading/Math will be targeted to meet specific student needs • We will maximize enrollment in ELP by students needing additional support
Advanced Coursework	<ul style="list-style-type: none"> <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 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. 	<ul style="list-style-type: none"> • We will identify gifted students using a variety of district approved methods • The % of students who are Black identified as gifted and enrolled in advanced middle school level math coursework through Pinellas Virtual School will increase
Student Discipline	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. 	<ul style="list-style-type: none"> • ODRs will decrease as our school continues to build community through the implementation of Restorative Practices
ESE Identification	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> • Interventions will be implemented to fidelity to ensure proper identification and avoid overrepresentation by subgroup
Minority Hiring	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. 	<ul style="list-style-type: none"> • Opportunities will occur for current black educators to share with others their successes and challenges



Subgroup Goals

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?
Teachers will learn how to implement AVID/CRT methods	SBLT/Equity Champion	August 2018 to April 2019
Teachers and Staff will learn to implement Restorative Practices	Principal	July 2018 to April 2019
ESE Identification leading Gifted and IEP services will be closely monitored to ensure equity across subgroups	ESE Team & Counselor	August 2018 to May 2019

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID/CRT Cohort Professional Development	Teacher Leaders (4)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Champion Cohort Professional Development	Teacher Leader (1)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices Training for teachers	All faculty	<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 41% of students (14 of 34 in grades 3-5) with disabilities (SWD) were proficient in ELA and 62% of SWD (21 of 34 in grades 3-5) were proficient in Math, as evidenced by FSA in 2018-2019. However, this is misleading as it also includes students who receive services only for speech. **If we look deeper at specifically our 25 SWD in grades 3-5 who received academic/behavioral services for Varied Exceptionalities, then only 28% were proficient in ELA and 48% were proficient in Math.
2. We expect our performance levels for SWD who receive services for Varied Exceptionalities to be at least 45% proficient in ELA and 60% proficient in Math by May 2019.
3. The problem/gap is occurring because we need to better plan and implement our academic VE services to more closely align with what occurs in the general education setting (ex: guided reading and opportunities for rigorous problem-solving and building conceptual understanding in math).
4. If rigorous, differentiated instruction that is closely aligned to the general education classroom would occur, the problem would be reduced by 12%.

5. SMART GOALS:

The percent of ESE students receiving VE services in grades 3-5 achieving ELA proficiency will increase from 28% to 45% and, achieving Math proficiency will increase from 48% to 60%, as measured by FSA.

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

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that students requiring ESE services in ELA receive instruction designed to meet specific literacy needs.
- Ensure that students requiring ESE services in math receive supplemental instruction that extends their opportunities to solve rigorous math problems and build conceptual knowledge across the standards.

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?
Move our ESE service delivery to inclusion for grades 4 and 5 and ensure our VE and Regula Education teachers collaboratively plan lessons and that meet the needs of SWD served in these classes	Principal, Assistant Principal, ESE/VE & 4 th / 5 th Grade Teachers	August 2018, ongoing monitoring and planning
ESE/VE teachers will continue to learn about and implement guided reading instruction to benefit all students who receive VE services in ELA/reading	Assistant Principal, ESE/VE Teachers	August to November 2018
ESE/VE teachers will engage in PD with our school-embedded teacher leaders who are participating in MTLI to align instructional practices in math with our overall school initiative	Assistant Principal, MTLI Teacher Leaders, ESE/VE teachers	August to November 2018



Subgroup Goals

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
Collaboration between 4 th and 5 th grade PLCs and our VE teachers to plan and strengthen our inclusive instructional practices in ELA and Math	4 th Grade, 5 th Grade, ESE/VE teachers and administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ESE/VE teachers will actively participate in school-embedded PD for guided reading and MTLI best practices, including collaboration with peers, and side-by-side coaching as needed	ESE/VE Teachers, Just in Time Coach for Guided Reading, Assistant Principal, MTLI Teacher Leaders	<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"> Principal, Media Specialist, PTA Rep Principal, Teachers 	<ul style="list-style-type: none"> Weekly updates, August 2018 to May 2019
2. Provide academic tools to families in support of their students' achievement at home.	•	<ul style="list-style-type: none"> Administrators and Teachers 	<ul style="list-style-type: none"> Quarterly, September 2018 through May 2019
3. Purposefully involve families with opportunities for them to advocate for their students.		<ul style="list-style-type: none"> Social Worker & School Counselor 	<ul style="list-style-type: none"> As needed, August 2018 through May 2019
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Utilize focus groups to gather parents and family input for development of school improvement 	<ul style="list-style-type: none"> Administration & SAC Committee 	<ul style="list-style-type: none"> Monthly at SAC meetings, August 2018 to May 2019

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Learn how to develop quality social media feeds (Twitter, Facebook) to promote events and practices to our families/community	Principal, Media Specialist	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Other



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Jeffrey	Moss	White	Principal
Brandi	Miller	Black	Principal
Kayla	Andux	White	Teacher
Stephany	Murphy	Hispanic	Parent
Shelly	Tuting	White	Parent
Yvette	Gamble	Black	Support Employee
Ken	Thompson	White	Business/Community
Candace	Barber	Black	Business/Community
Dean	Giancola	White	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: 8/16/2018 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	\$ 0
2.	Behavioral Support	\$ 0
3.	Materials and Supplies	\$ 0
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ 0
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 2,985
	Data Analysis / Collaborative Planning at beginning of 2 nd quarter of year (27 classrooms x \$75 per substitute teacher)	\$2,025
	June 2019 - SIP Analysis and Planning Days (4 teachers x 12 hrs total of meeting time) \$20/hr stipend paid to each teacher participant	\$960.00
TOTAL	\$ 2,985	