PCS
PINELLAS COUNTY SCHOOLS

School Improvement Plan
SY 2018-19

ORANGE GROVE 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

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Christine Porter	SAC Chair:	Ann Marie Weather

School Vision	100% Student Success

School Mission	Establish leadership and a love of learning.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
374	6	11	51	28	277	1

School Grade	2018:	2017: B	2016: B	Title I	NO

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	71	70	85	80	78	61						
Learning Gains All	53	60	68	58								
Learning Gains L25%	34	36	53	36								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Christine	Porter	FT	4-10 years
Equity Champion	Jennifer	Shillibeer	FT	1-3 years
ESE	Sue	Brewer	FT	20+ years
ESE	Candace	Schultz	FT	1-3 years
Climate and Culture	Stacey	White	FT	11-20 years
Instructional	Jessica	Dority	FT	4-10 years
Instructional	Corey	Franzen	FT	4-10 years
Psychologist	Kim	Kirchoffer	PT	4-10 years
Social Worker	Janet	Oliver	PT	1-3 years
Total Instructional Staff: 5		**Total Support Staff:** NA		

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B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving learning gains in ELA and Math will increase from 53% in ELA and 68% in Math to 63% in ELA and 78% in Math

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving learning gains in ELA and Math will increase from 53% in ELA and 68% in Math to 63% in ELA and 78% in Math.

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving learning gains in ELA and Math will increase from 53% in ELA and 68% in Math to 63% in ELA and 78% in Math.

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	*Monitor instructional implementation of grade-level standards to increase student FSA proficiency*	• Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs • Walk-through data • Preconference and Postconference	Principal and Guidance Counselor	SBLT Team K-5 Teachers	Weekly on Wednesday	• *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*	• Data Chats following each assessment cycle	Principal and Guidance Counselor	SBLT Team K-5 Teachers	Weekly on Wednesday	• *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
			increase student FSA proficiency	• Weekly Collaborative Planning and PLCs • Walk-through data • Preconference and Postconference				• *MAP and Progress Monitoring Data* • *Progression of Learning Standards Taught (Scales/Learning Boards)* • *PLC conference notes* • *Student Artifacts*
3.	Equity Team	All Priorities	*Monitor instructional implementation of grade-level standards and high yield instructional strategies to increase student MAP and FSA proficiency*	• Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs • Walk-through data Preconference and Postconference	Principal and Equity Team	k-5 Teachers	ongoing	• *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.	Child Study Team	All Priorities	*Monitor instructional implementation of grade-level standards and high yield instructional strategies to increase student attendance*	• Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs • Walk-through data	Principal and Social Worker	Child Study Team	Bi-weekly on Wednesday	• *Lesson plans aligned to standards, with targets and performance scales* • *MAP and Progress Monitoring Data* • *Progression of Learning Standards Taught*

	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
								(Scales/Learning Boards) • *PLC conference notes* • *Student Artifacts*
5.	Grade Level PLC's	All Priorities	*Monitor instructional implementation of grade-level standards and high yield instructional strategies to increase student MAP and FSA proficiency*	• Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs with a focus on student data • Team Leader Agendas and Minutes	Team Leaders	Grade Level Teams and Specialists	Weekly PLCs every Thursday and Collaborative Planning	• *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*
6.	Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).*	All Priorities	*Monitor instructional implementation of grade-level standards and high yield instructional strategies to increase student MAP and FSA proficiency*	• Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs with a focus on student data	Media Specialist	Principal and Literacy Leadership TEam	Monthly on first Tuesday of each month	• *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*

	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
7.	PBIS Team	All Priorities	All Priorities	• *Monitor instructional implementation of grade-level standards and high yield instructional strategies to increase student MAP and FSA proficiency. Monitor Positive Behavior Intervention Strategies to increase student engagement and student centered classroom.*	• Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs with a focus on student data • Team Leader Agendas and Minutes • Walkthrough Data	Team Leaders	Grade Level Teams and Specialists	• Weekly PLCs every Thursday, Collaborative Planning, SBLT and SIP Meetings
8.	Family Engagement Team	All Priorities	All Priorities	• *Monitor instructional implementation of grade-level standards and high yield instructional strategies to increase student MAP and FSA*	• Data Chats following each assessment cycle • Weekly Collaborative Planning and PLCs	Team Leaders	Grade Level Teams and Specialists	• SAC Meetings and Family Engagement Team Meetings 2nd Monday of each month

	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
				proficiency. Monitor Positive Behavior Intervention Strategies to increase student engagement and student centered classroom.	with a focus on student data • Team Leader Agendas and Minutes • Walkthrough Data			

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 though 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 one referral and one discipline incident. We expect our performance level to be zero referrals and zero discipline incidents by May, 29, 2019.
2. The problem/gap in behavior performance is occurring because students require more instruction in problem solving and conflict resolution .
3. If increased use of Restorative Practices to build community in the classroom and school would occur, the problem would be reduced by 100%, as evidenced by a decrease in referrals and discipline incidents. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies at SBLT each month.

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 number of all students receiving referrals or discipline incidents will decrease from 2 to 0, as measured by restorative practices research from IIRP.

6. **STRATEGIES:**

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

☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.

☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.

☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Guidance Counselor, Psychologist, and Classroom Teacher	• June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Equity Champion	• July 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Equity Champion	• August 2018
Conduct learning opportunities.	• Equity Champion and RP team	• August 2018 – October 2018
Monitor and support staff for implementation with fidelity.	• SBLT	• Monthly
Review student and teacher data on weekly basis for trends and next steps.	• SBLT	• Monthly
Update school-wide plan on a monthly basis.	• SBLT	• Monthly

• *Celebrate areas of growth* • *Update strategies for areas of improvement*		

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices (12 hours)	All	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Growth Mindset Book Study (optional)	All invited	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
SWBP and Effective Classroom Routines	All	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 95.76%. We expect our performance level to be 97.76% by May 2019.
2. The problem/gap in attendance is occurring because parents are not aware of the value of regular school attendance.
3. If increased teaching and communication concerning the importance of daily school attendance would occur, the problem would be reduced by a minimum of 2%.
4. We will analyze and review our data for effective implementation of our strategies at CST and SBLT on an ongoing basis.

5. **SMART GOAL:**

   - The number of all students missing more than 10% of school will decrease from 17 to zero, as measured by School Profiles attendance report.

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

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

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

☒ 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.	Social Worker and CST	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	August 2018
Develop and implement attendance incentive programs and competitions.	CST	August 2018
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST	Ongoing
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Ongoing, bi-weekly meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	CST	Ongoing

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
Present process for attendance including recording in Focus, making changes, and contacting parents when necessary	K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Present school-wide strategies for positive attendance and celebrations	School Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 71% proficient, as evidenced in 2018 FSA / ELA data.
2. We expect our performance level to be 81% proficient by 2019 FSA / ELA.
3. The problem/gap is occurring because learning gains are not showing adequate progress.
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 ELA proficiency will increase from 71% to 81%, as measured by FSA.

The percent of all students performing at or above grade level will increase from 71% to 81%, as measured by 2018-19 FSA. The percent of all students making learning gains will increase from 53% to 63% and the L25 students will increase from 34% to 44% 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.)*

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

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

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	Principal and Team Leaders	ongoing
Utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of students	K-5 Teachers	ongoing
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-5 Teachers	ongoing
Conduct regular PLCs inclusive of "data chats" to review student responses to tasks and plan for instruction based on data.	Principal, SBLT and K-5 Teachers	ongoing
Administrator monitors teacher practice and provide feedback to support teacher growth	Principal	ongoing
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-5 Teachers	ongoing
Provide multiple opportunities for students to grapple with vocabulary across the literacy block (reading, writing, speaking and listening).	K-5 Teachers	ongoing

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
Marzano Focused Teacher Evaluation Model	All	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Reading Units of Study (how to plan RUS)	K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Standards Based Collaborative Planning with an emphasis on unpacking standards, identifying learning targets, aligning tasks /assessments/ resources.	Team Leaders and K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Book Study with an ELA Focus - TBD	All Invited	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Vocabulary Project	K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 85%, as evidenced in 2018 FSA Math.
2. We expect our performance level to be increase by a minimum of 10% by 2018-FSA Math.
3. The problem/gap is occurring because learning gains are not showing adequate progress.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by a minimum of 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 grade level will increase from 85% to 95%, as measured by 2018-19 Math FSA. . The percent of all students making learning gains will increase from 68% to 78% and the L25 students will increase from 53% to 63% as measured by 2018-19 FSA.

6.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

☒ 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.

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 collaborate to collect and implement rigorous tasks aligned to each standard, including Mathematics Formative Assessment System (MFAS), Unify Formative Assessments, and Rich Mathematical Tasks form the Curriculum Guides.	Team Leaders and K-5 Teachers	ongoing
Teachers monitor and provide feedback to students to support learning. Grade level teams analyze data by grade, class and students and adjust instruction as needed.	Team Leaders and K-5 Teachers	ongoing
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-5 Teachers	ongoing
Standards Based Collaborative Planning with an emphasis on unpacking standards, identifying learning targets, aligning tasks /assessments/ resources.	Team Leaders and K-5 Teachers	ongoing

9. **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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Just in Time Coaching (Kevin Larkin 3-4 days)	Principal and K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Mathematical Cohort II	Principal and Grade Level Reps (2nd, 3rd, 4th)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Effective Standards Based Planning	K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 78% proficient, as evidenced in 2018 SSA.
2. We expect our performance level to be 88% proficient by 2018-19 SSA.
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 10% non-proficient.

5. **SMART GOALS:**

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

The percent of all students proficient in Science will increase from 78% to 88%, as measured by 2018-19 SSA.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

☒ 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?
At all grade levels, regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Team Leaders and K-5 Teachers	Ongoing
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Team Leaders and K-5 Teachers	Ongoing
Teachers utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and includes appropriate grade-level utilization of science labs in alignment with the Standards	Team Leaders and K-5 Teachers	Ongoing
• Develop, implement and monitor science lab schedule for all students in grades 2-5.	Lab Managers and 2-5 Teachers	Ongoing
Conduct and implement a 5th grade standards review plan based on data from the 3rd and 4th grade Review Diagnostic Assessment.	5th Grade Teachers	September and January
Develop (by September) and implement an instructional review routine of ongoing support in 3rd and 4th grade standards.	5th Grade Teachers	September
Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.	K-5 Teachers	September - October

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	1-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Just in Time Science Training - TBD	K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Science Lab Training	2-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is (ex. 3 out of 6 modules in silver), as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be (3 out of 6 modules eligible for silver) by April 2019.
3. The problem/gap is occurring because lack of physical activity beyond recommended # of minute does not meet guidelines.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

Our school will be eligible in 3 out of 6 modules for silver recognition by April 2019 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

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

5. **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.	Healthy Schools Team	August 2018
Attend district-supported professional development	Healthy Schools Team	August - September
Complete Healthy Schools Program Assessment	Healthy Schools Team	August - Semptember
Complete the SMART Snacks in School Documentation	Cafeteria Manager	October
Develop and Implement Healthy School Program Action Plan	Healthy Schools Team	October - April
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy Schools Team	April 2019

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

    ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

7. **PROFESSIONAL LEARNING:** *(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 C: Developing and Implementing Action Plan Component #20528	Healthy Schools Team	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy Schools Team	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3 STEM Academies with 50 students, as evidenced in 2017-18 school year.
2. We expect our performance level to be 3 STEM Academies with 60 students by 2018-19 school year.
3. The problem/gap is occurring because STEM competes with ELP and other student activities.
4. If additional staff member teach STEM in 18-19, the problem would be reduced by 10 students.

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 number of all students participating in STEM Academy activities will increase from 50 to 60, as measured by school participation data.

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

☒ Strengthen staff ability to engage students in complex tasks.

☒ 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.

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-5 Teachers	ongoing
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	K-5 Teachers	ongoing
Purposefully plan for higher-level questions that allow students to grapple with the identification, definition and problem-solving process as they explore global issues, challenges and real-world problems	K-5 Teachers	ongoing
Foster a positive classroom environment that encourages: curiosity, enthusiasm, praise, effort and encouragement.	K-5 Teachers	ongoing

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
See ELA, Math and Science PD		☒ Priority 1 ☒ Priority 2 ☒ 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 25% in ELA and 63% in Math (4 students), as evidenced in 2018 FSA.
2. We expect our performance level to be 71% proficient in ELA and 85% proficient in Math by 2019 FSA.
3. The problem/gap is occurring because learning gains are not showing adequate progress among African Americans.
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by 51% in ELA and 22% in Math.

5. **SMART GOALS:**

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

The number of black students making learning gains at the 50th percentile or greater will increase from fall MAP data to spring MAP data, as measured by MAP Reading and Math.

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	☐ 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. ☒ Ensure equitable representation of black learners in school awards/recognition ceremonies. ☐ Choose Strategy	• Increase in achievement and learning gains among 5th grade students to increase rate of high school graduation (67% in ELA and 72% proficient in Math)
Student Achievement	☒ 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. ☒ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	• Increase in achievement and learning gains as evidenced on MAP (8 students) and 18-19 FSA (3 students).
Advanced Coursework	☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☒ 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. ☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	• Increase in the number of African American students in the Gifted Program (0 in 17-18).

Student Discipline	☒ Implement Restorative Practices throughout the school. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. ☐ Choose Strategy	• Zero behavior referrals or discipline incidents from African American students
ESE Identification	☒ Ultilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. ☐ Choose Strategy	• Increase learning gains in ELA from 41% to 50% and increase learning gains in L25 from 18% to 50%
Minority Hiring	☐ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Increase minority and male staff on campus.

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?

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
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

4	**Subgroup Goals**

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 42.3% proficient in ELA and 34.6 proficient in math, as evidenced in 2018-19 .
2. We expect our performance level to be is 52.3% proficient in ELA and 44.6 proficient in math by 2018-19 FSA
3. The problem/gap is occurring because learning gains are not showing adequate progress
4. If student centered standards based instruction with rigor would occur, the problem would be reduced by Click or tap here to enter text..

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 proficient in ELA and Math will increase from 42.3% proficient in ELA and 34.6 proficient in math to 52.3% proficient in ELA and 44.6 proficient in math, 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. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

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

☒ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	VE Resource Teachers and Principal	Spring and Summer 2018
Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.	VE Resource Teachers	ongoing
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	VE Resource Teachers	ongoing
Provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs and progress towards short and long-term goals.	VE Resource Teachers	ongoing
Gradually fade supports to promote student independence.	VE Resource Teachers	ongoing

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
See ELA, Math and Science PD	K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Lindamood-Bell Instruction for Reading & Comprehension	VE Resource Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Lindamood-Bell On Cloud Nine Math Program Visualizing	VE Resource Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance in ELA is females are 72.1% proficient / males 66.7% proficient and in Math females are 80.2% proficient and males are 86.5% proficient, as evidenced in 2018-19 FSA.
2. We expect our performance level to improve by a minimum of 10% in ELA and Math by 2018-19 FSA.
3. The problem/gap is occurring because strategies to address gender biases are not happening with consistency and fidelity.
4. If strategies are implemented to target gender biases, the problem would be reduced by a minimum of 10%.

5. **SMART GOALS:**

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

The percent of male and female students profecient in ELA ad Math will increase from by a minimum of 10% in ELA and Math, 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. Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions*

☒ Provide a physical learning environment that is conducive for learning for both genders.

☒ Enhance opportunities for Voice & Choice.

☒ Invest in the building of high expectations and growth mindset.

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?
High expectations are communicated to students on a daily basis.	Principal and K-5 Teachers	ongoing
Regular opportunities for hands-on projects and flexible groupings.	Principal and K-5 Teachers	ongoing
Independent reading process includes choice in texts	Principal and K-5 Teachers	ongoing
Variety of materials that reflect students' personal interests and talents	Principal and K-5 Teachers	ongoing
Classroom library spotlights new texts, trendy titles, and/or peer-reviewed reads.	Principal and K-5 Teachers	ongoing

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
See ELA, Math and Science PD	all	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Gender Training at DWT	3rd grade	☒ Priority 1 ☒ Priority 2 ☒ 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.	• Open door policy, Student agenda books, Webpage, Marquees, Student Led Conferences, Family Events, Climate Surveys and Family Surveys	• Principal • K-5 Teachers • Family and Community Liaison	• ongoing
2. Provide academic tools to families in support of their students' achievement at home.	• Open door policy, Student agenda books, Webpage, Marquees, Student Led Conferences, Family Events, Climate Surveys and Family Surveys	• Principal • K-5 Teachers • Family and Community Liaison	• ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	• Open door policy, Student agenda books, Webpage, Marquees, Student Led Conferences, Family Events, Climate Surveys and Family Surveys	• Principal • K-5 Teachers • Family and Community Liaison	• ongoing
4. Intentionally build positive relationships with families and community partners.	• Open door policy, Student agenda books, Webpage, Marquees, Student Led Conferences, Family Events, Climate Surveys and Family Surveys	• Principal • K-5 Teachers • Family and Community Liaison	• ongoing
5. Connect with individual families and provide tools to support families with at home learning.	• Open House, Student Led Conferences, Family Events, Climate Surveys and Family Surveys	• Principal • K-5 Teachers • Family and Community Liaison	• ongoing

6. **MONITORING:**

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

7. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
See ELA, Math and Science PD		☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Ann-Marie	Weather	White	Parent
Stacey	White	White	Teacher
Miranda	Mundzak	White	Support Employee
April	Leach	Multi	Business/Community
Helen	Hall	Black	Parent
Pat	Constantine	White	Business/Community
Christine	Porter	White	Principal
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

☒ Yes, Committee Approval Date: 8/7/2018   ☐ 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**	**$ $1000.00**
	Classroom Library Books	1000.00
	[Describe each support on a separate row]	[Insert Amount]
2.	**Behavioral Support**	**$ [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]**
	TDE's for School Improvement Planning and Professional Development	$500]
	Click or tap here to enter text.	[Insert Amount]
6.	**Other** *(please list below)*	**$ [Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]

TOTAL $ **[$1500.00]**	