



School Improvement Plan SY 2018-19

OZONA ELEMENTARY SCHOOL

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



A. Vision and Direction

School Profile

Principal:	Lisa Freeman	SAC Chair:	Terri Davis
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School Vision	100% Student Success
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School Mission	The mission of Ozona Elementary School is to create highest student achievement in a safe environment using effective learning systems to develop the whole child in collaboration with the community.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
793	7	19	77	25	665	0

School Grade	2018: B	2017: B	2016: B	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	62	66	70	70	71	77						
Learning Gains All	46	59	66	64								
Learning Gains L25%	42	48	47	45								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Freeman	FT	Less than 1 year
Assistant Principal	Jessica	Downes	FT	4-10 years
School Counselor	Nicola	Repetosky	FT	11-20 years
School Psychologist	Michelle	Turner	FT	4-10 years
ESE	Meg	Magee	FT	4-10 years
Behavior Specialist	Tammy	Danielson	FT	4-10 years
School Social Worker	Marcia	Allen	FT	Less than 1 year
PreK/ESE Team Leader	Kimberly	Edwards	FT	4-10 years
Kindergarten team leader	Randi	Magoulis	FT	11-20 years
First Grade Team Leader	Sheryl	Hering	FT	20+ years



Second Grade Team Leader	Carolyn	Danneman	FT	11-20 years
Third Grade Team Leader	Donna	Eshelman	FT	11-20 years
Fourth Grade Team Leader	Bridget	Hollenbeck	FT	20+ years
Fifth Grade Team Leader	Jordie	Teig	FT	11-20 years
Total Instructional Staff:	8		Total Support Staff:	0

B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency on FSA ELA will increase from 62% to 72% and students achieving proficiency on FSA Math will increase from 70% to 80% and the percent of all students achieving proficiency on Science State Standard Assessment will increase from 72% to 82%.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency on FSA ELA will increase from 62% to 72% and the students achieving proficiency on FSA Math will increase from 70%to 80% and the percent of all students achieving proficiency on Science State Standard Assessment will increase from 72% to 82%

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency on FSA ELA will increase from 62% to 72% and the students achieving proficiency on FSA Math will increase from 70%to 80% and the percent of all students achieving proficiency on Science State Standard Assessment will increase from 72% to 82%.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Review interim assessment data Create PLC agendas Determine Coaching needs 	Principal- Lisa Freeman	Assistant Principal, Guidance, Psychologist, Social Worker, and grade level teachers	Weekly	<ul style="list-style-type: none"> Increase in interim assessment proficiency data from pretest to post test Lesson plans aligned to standards Walk through data showing standards alignment
2.	PBIS Team/ Restorative Practices Team	Priority 1 and 2	<p>Writing the Guidelines of Success for Ozona.</p> <p>Will be monitoring Guidelines for Success, the implementation of Restorative Circles and Building threshold.</p>	<ul style="list-style-type: none"> Meet and discuss the Stoic data from Behavior Specialist Make recommendations as to which classes need more support Provide training to staff on Restorative Practices including 	Principal-Lisa Freeman and Behavior Specials- Tammy Danielson	Assistant Principal- Jessica Downes Restorative Practices Reps: Jordie Teig, Kathleen Chambers, Sherri Hering	Once a month	<ul style="list-style-type: none"> Notes are taken during the meeting. Focus/Portal reports School Profiles reports Early Warning System Report. Stoic observation form information; students and staff



	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
				<p>circles, affirmative statements, and restorative conversations</p> <ul style="list-style-type: none"> • Model practices for staff when students are involved • Work with students to ensure the GFS are known. 				<p>can name GFS, GFS posted and visible in all classes.</p> <ul style="list-style-type: none"> • Improved Discipline data.
3.	Literacy Leadership Team	All priorities	<p>Team ensures that ELA materials and resources within the school are aligned with grade level standards</p> <p>The Team suggests and approves the spending of funds related to ELA purchases</p> <p>Ensure instructional materials are student-centered.</p>	<p>Analyze reading data during SBLT meetings</p> <p>Survey to find out the needs of the school.</p> <p>Make suggestions and approve spending of ELA funds.</p>	Assistant Principal- Jessica Downes	Team Leaders	monthly	<ul style="list-style-type: none"> • SBLT minutes
4.	Child Study Team	Priority 1 and 2	Monitoring students' absences, tardies and extreme tardies to ensure we are making	<ul style="list-style-type: none"> • Monitoring students who are absent, how often and why they are absent. • Monitoring students' who come 	Principal- Lisa Freeman	Assistant Principal- Jessica Downes School Counselor-	Every 2 weeks	<ul style="list-style-type: none"> • DMT- Cece Kelly sends team out notes on students we discussed and the letters that went out.



	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
			<p>contact with families and promoting the importance of being at school, on time daily for optimal instruction and academic progress.</p> <p>Improve student attendance to ensure that all students have the opportunity to learn core content</p>	<p>to school tardy and those who have been marked extremely tardy to figure out why and following process to have those specific students on school on time daily.</p>		<p>Nicola Repetosky School DMT- Cece Kelly School Social Worker-</p>		<ul style="list-style-type: none"> DMT Attendance letters sent home to determine reason for absences School Social Worker updates district log of meeting discussion and students we are monitoring in Swims.
5.	Instructional Leadership Team	All Priorities	<p>All Grade level leaders meet with Administration to monitor our progress towards our school improvement goals and culture/community to maximize student success.</p>	<ul style="list-style-type: none"> All subject area teams work together to monitor data, discuss schoolwide trends and plan for PD Determine key lesson planning strategies to ensure tasks across the school align to standards Focus on key strategies to maintain student centered classrooms 	Principal- Lisa Freeman	<p>Kindergarten Team Leader- TBD Grade 1 Team Leader- TBD Grade 2 Team Leader- TBD Grade 3 Team Leader- TBD Grade 4 Team Leader- TBD Grade 5 Team Leader- TBD ASD Team Leader- TBD ESE Team Leader- TBD</p>	The 2 nd Tuesday of the Month	<ul style="list-style-type: none"> Increase in task alignment to standard based upon lesson plans and walk throughs and observations PD shared with staff aligns to ILT recommendations Improvement in interim data across all subject areas PLCS reflect common language put forth by ILT



	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"> Review curriculum calendars to ensure content is taught 		Specialist Team Leader-TBD Assistant Principal-Jessica Downes		
6.	Tier 3 Problem Solving Team	Priority 3	Support individual students' needs both academically and behaviorally	<ul style="list-style-type: none"> Review student data-istation, referrals, interim assessment, MAP and determine students who are not making gains Verify Tier 2 interventions are in place for struggling students Develop PSW/PBIP plans for students not making progress 	Nicola Repetosky-School Counselor	Principal Assistant Principal Psychologist Social Worker Curriculum Specialist	Once a month	<ul style="list-style-type: none"> Charting of Tier 3 student data PSW meeting schedule Fidelity checks on Title one teachers providing support Observation of behavior interventions and academic interventions Review of core discipline and core academic 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 through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 59 referral. Referrals per student is 0.08 and total of behavior students is 32 . We expect our performance level to be 39 referral by June 2019.
2. The problem/gap in behavior performance is occurring because of lack of a Positive Behavior System.
3. If Guidelines for success are established, taught and monitored and if threshold is built daily would occur, the problem would be reduced by 20 fewer referrals, as evidenced by our Stoic observation template. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by Reviewing the Stoic data at monthly SBLT meetings.

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 will decrease from 59 to 39, as measured by District Focus database.

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"> • Tammy Danielson, Jordie Teig, Kathleen Chambers and Sherri Hering 	<ul style="list-style-type: none"> • Summer 2017 and 2018.
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Tammy Danielson 	<ul style="list-style-type: none"> • Summer 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Principal- Lisa Freeman • Assistant Principal- Jessica Downes • RP reps- Tammy Danielson, Jordie Teig, Kathleen Chambers and Sherri Hering 	<ul style="list-style-type: none"> • Fall 2018



<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • RP Team 	<ul style="list-style-type: none"> • Monthly and main trainings before Oct. 15, 2018
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Principal- Lisa Freeman • Assistant Principal- Jessica Downes • Tammy Danielson • Nicola Repetosky 	<ul style="list-style-type: none"> • Monthly
<i>Review student and teacher data on monthly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • Administration and Behavior Specialist- Tammy Danielson 	<ul style="list-style-type: none"> • Monthly SBLT
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Administration • PBIS RP team members • School Counselor- Nicola Repetosky 	<ul style="list-style-type: none"> • Monthly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Introduction-6 hours-review compass of shame, social discipline window, types and uses of circles, foundations of RP	All instructional staff members	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices Part II-6 hours-Discuss the meaning of restorative and how to consider restorative practices within a classroom setting, lessons for SEL implementation,	All instructional staff members	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School wide Behavior plan training-review of our school wide PBIS plan, GFS, and schoolwide expectations, including those in the common areas. Also included is the school wide reward systems and expectations for classroom management plans	All instructional staff members	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96%. We expect our performance level to be 98% by June 2, 2019.
2. The problem/gap in attendance is occurring because Student illness or families taking trips.
3. If families were encouraged to take trips during holiday breaks would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by meeting with Attendance team bi-monthly.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of white students who are absent 20% or more will decrease from 1% to 0%, as measured by Focus Attendance Database for 2019.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Principal- Lisa Freeman and Assistant Principal- Jessica Downes Nicola Repetosky Cece Kelly	Faculty meetings
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Principal- Lisa Freeman and Assistant Principal- Jessica Downes	Quarterly disperse Perfect Attendance certificates
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Principal- Lisa Freeman	During SAC Meetings
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Principal- Lisa Freeman Assistant Principal- Jessica Downes School Counselor- Nicola Repetosky School Social Worker-	Bi- weekly Attendance Meetings
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Principal- Lisa Freeman Assistant Principal- Jessica Downes School Counselor- Nicola Repetosky School Social Worker-	Attendance Meetings
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	School DMT- Cece Kelly	Daily reminders to teachers and monitoring their attendance.

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
Develop staff understanding of their role in supporting student attendance-PND codes, parent communication, check in check out- as well as our school wide attendance process.	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Train various parent groups-PTA, SAC, kindergarten families- on the importance of attendance and its impact on student learning and achievement	Ozona Families	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 62% proficient, as evidenced in Spring 2018 ELA FSA results.
2. We expect our performance level to be 72% Proficient by Spring 2019 ELA FSA Results.
3. The problem/gap is occurring because Tasks are not meeting the rigor of the grade level standards being taught.
4. If Effective Planning and Instructional Delivery with Monitoring and feedback would occur, the problem would be reduced.

5. SMART GOALS:

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

The percent of all students scoring proficient in grades 3-5 will increase from 62% to 72%, as measured by the 2019 ELA FSA.

The Percent of overall Learning Gains will increase from 47% to 57% as well as L25 44% to 50%.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitoring with feedback focused on planning of complex tasks aligned to standards	Administration	Collaborative Team Planning
Monitoring with feedback focused on instructional deliver of complex tasks within the classroom.	Administration	Walk-thrus and observations
Build and understanding of the rigor of instruction needed for ELA task alignment to standards.	Administration and Just in Time coaching	Aug.- May 2018/2019
Provide opportunities during Team collaborative planning to discuss alignment of standards and tasks.	Administration	Collaborative Team Planning
Provide opportunities during Team PLC's to analyze data and identify task mastery and alignment to standards and plan to remediate and enrich.	Administration	Team PLCs
Utilize formative assessment tasks and interim assessments to monitor student progress between MAP and common assessment administrations.	Instructional Leadership Team SBLT Classroom teachers	Biweekly interims Weekly formatives
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	Team Leaders	Weekly Team Collaborative Planning and PLC work.

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



Subgroup Goals

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
Aligning Complex Tasks to the rigor of the standards.	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monitoring with Feedback (Just in time coaching)	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70%, as evidenced in Spring 2018 Math FSA results.
2. We expect our performance level to be 80% by Spring 2019 Math FSA results.
3. The problem/gap is occurring because Tasks are not meeting the rigor of the grade level standards being taught.
4. If effective planning and instruction towards the rigor of the standard would occur, the problem would be reduced.

5. SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 70% to 80%, as measured by Spring 2019 Math FSA.

The percent math learning gains of L25 students will increase from 47% to 60%.

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.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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?
Monitoring with feedback focused on planning of complex tasks aligned to standards	Administration	Collaborative Team Planning
Monitoring with feedback focused on instructional deliver of complex tasks within the classroom.	Administration	Walk-thrus and observations
Define scaffolding to teachers in terms of teacher/student roles during math instruction. Ensure understanding of how teaching should move from conceptual to procedural to real world, and this progression defines rigor.	Administration	Team PLCs
Build and understanding of the rigor of instruction needed for Math task alignment to standards.	Administration	Team PLCs
Provide opportunities during Team collaborative planning to discuss alignment of standards and tasks.	Assistant Principal	August 2018-May 2019
Provide opportunities during Team PLC's to analyze data and identify task mastery and alignment to standards and plan to remediate and enrich.	Assistant Principal	August 2018-May 2019
Utilize formative assessment tasks and interim assessments to monitor student progress between MAP and common assessment administrations.	Administration	Team PLCs
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	Team Leaders	Weekly Team Collaborative Planning and PLC work.

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



Subgroup Goals

- 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
Math Leadership Trainers training teachers on current best practices in planning and instruction for math	Sharon Hampson Amy Weinberg	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Math teacher leaders will focus on Learning walks and Lesson Study training for teachers.	Sharon Hampson and Amy Weinberg and Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Understanding teacher and student roles during a math block	Sharon Hampson Amy Weinberg	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 72%, as evidenced in Spring 2018 Florida Science Standard Assessment.
2. We expect our performance level to be 82% by Spring 2019 Florida Science Standards Assessment.
3. The problem/gap is occurring because of a lack of science focus throughout the grade levels.
4. If science standards grades K-5 were taught and monitoring of data took place would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students achieving science proficiency will increase from 72% to 82%, as measured by 2019 Florida Science Standards Assessment.

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Monitoring with feedback focused on planning of complex tasks aligned to standards	Administration	Collaborative Team Planning
Monitoring with feedback focused on instructional deliver of complex tasks within the classroom.	Administration	Walk-thrus and observations
Build in the nature of science skills throughout the all units to ensure students are familiar with conducting science experiments and the language that is used to describe the steps.	Administration and Darren Johnson	Throughout the year
All grade levels participate with a School-Wide Science Showcase	Darren Johnson	Spring 2019
Utilize the science diagnostic data in September to determine key gaps in student learning and student misconception. Develop a calendar with 5 th grade teachers for review.	5 th grade Team Leader	Sept. 2018-Jan. 2019
Implement the 10-70-20 routine with fidelity in grades K-5. Conduct Learning Walks to monitor instruction.	Classroom Teachers	August 2018-May 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



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Aligning Complex Tasks to the rigor of the standards.	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monitoring with Feedback	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Team Collaborative Planning and Data driven PLCs.	All grade level teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Understanding the diagnostic data to drive instruction	Administration and Just in Time Coaching	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Embedded coaching on the 10-70-20 routine and ways to integrate hands on experiences	All Teachers	X Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is that we are meeting 3 out of 6 of the modules, as evidenced in Alliance for a Healthier Generation’s Healthy Schools Program.
2. We expect our performance level to be Bronze (4 out of 6 modules) by Spring 2019.
3. The problem/gap is occurring because of lack of evidence of implementation for the last 3 modules.
4. If review the modules and implement more opportunities for focusing on healthy foods/movement and plan events accordingly it would occur, the problem would be reduced by meeting at least the 4th module.

5. SMART GOALS:

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

The number of all modules we receive recognition on will increase from 3 to at least 4 to allow us to continue to grow towards meeting 6 out of 6 modules in the future years, as measured by Alliance for a Healthier Generation’s Healthy Schools program.

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

- Implement healthy activities/options for students and staff throughout the year

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?
Conduct pre test on Healthy Alliance modules. Based on results, select the module which we can show improvement and create a calendar of activities and things to do to make it happen.	Assistant Principal Wellness Coordinator	September 2018
Healthy Schools team will need to meet monthly to update their calendar/action plan and then share outcomes and results with principal.	Assistant Principal Wellness Coordinator	October 2018-April 2019
Share goals/ outcomes with the staff and families so that they are motivated to participate and advocate a healthier lifestyle to students.	Assistant Principal Wellness Coordinator	October 2018-April 2019
Involve PTA in supporting some of the activities as a connection to families.	Assistant Principal Wellness Coordinator PTA President	October 2018-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
Attend two healthy schools teams training	Healthy Schools Team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is currently we have 5 after school STEM academies, as evidenced in 2017-2018 school year.
2. We expect our performance level to be 6 after school STEM academies by 2019.
3. The problem/gap is occurring because students attending STEM also attend ELP for other academic subjects as well as outside of school activities.
4. If adjusted scheduling of STEM groups would occur, the problem would be reduced by more students attending STEM programs.

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 attending STEM academies will increase from 5 groups to 6 groups, as measured by 2018-2019 academies calendar.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Strengthen implementation of career academics to support student engagement, learning and project-based instruction

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?
Create STEM schedule first, prioritizing academic based activities and identifying those who will be involved, then other activities after that.	Tammy Danielson and Jessica Downes	Aug 2018-Jan 2019
Include a STEM night for families to support the program.	Stem Coordinators	February 2018
Utilize FSA data and MAP to select students who would benefit from acceleration in math and science.	Assistant Principal and Tammy Danielson	September 2018

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
Attend 3 District STEM trainings throughout the year	STEM coordinator	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 33% of Black students are considered proficient in ELA and 17% of Black students are proficient in math, as evidenced in ELA and Math FSA 2018 results.
2. We expect our performance level to be 42% of Black students proficient in ELA and 30% of Black students will be proficient in math by 2019 FSA ELA and Math results.
3. The problem/gap is occurring because Culturally Responsive Teaching Strategies are not being used.
4. If CRT would occur, the problem would be reduced by increased proficiency of our Black students on FSA testing.

5. SMART GOALS:

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

The percent of black students scoring proficiency on ELA will increase from 33% to 42% as measured by ELA FSA and the students scoring proficient on Math FSA will increase from 17% to 30%, as measured by Math FSA 2019 results.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	Teachers will be able to implement CRT with ease in their daily lessons across all subjects, but especially in ELA. Their awareness of the needs of Black students will increase, and they will be better equipped to build stronger, positive relationships with black students and families. This will lead to increase scores on ELA FSA.
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	<ul style="list-style-type: none"> • Black students will be more engaged in learning, motivated to complete work and develop stronger relationships with teachers and classmates. This will lead to improved scores in ELA, especially in writing, where these students tend to struggle. • By ensuring black students’ participation in ELA ELP, students learning gaps will be able to filled in a smaller group setting without then having to lose time during the core. • By looking closely at the academic data of black students, teachers will be able to adjust their instruction accordingly They can meet with these students specifically to go over data and set goals. They will better be able to monitor student progress throughout the year and push these students to higher levels.
Advanced Coursework		<ul style="list-style-type: none"> • The number of black students identified as Gifted and/or talented will increase.



Subgroup Goals

	<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"> Teachers will share evidence of targeted support during data chats/SBLT.
Student Discipline	<input checked="" type="checkbox"/> Implementation of Guidelines to Success ensures continued cooperation. <input checked="" type="checkbox"/> Implementation of Restorative Practices. <input checked="" type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Students know expectations throughout campus as BS through STOIC walk-through Expectations will be reviewed and retaught during classroom circles as evidenced in lesson plans
ESE Identification	<input type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.- <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Students have access to and are receiving appropriate leveled interventions.
Minority Hiring	<input type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increased number of AA staff

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?
During data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss with teachers strategies that can be used to meet the needs of these learners.	Principal	August 2018 October 2018 February 2019
Provide Professional development in CRT strategies specifically to meeting the needs of black students. Model these strategies during curriculum meetings and PLC's.	RP Team	August 2018-May 2019
Provide support and professional development in Restorative Practices, especially circles and SEL.	RP Team	August 2018-October 2018 Ongoing as needed
Conduct walk throughs with district personnel to monitor fidelity of CRT/6 M's strategies throughout the school and support with embedded coaching as needed.	Administration	October 2018 February 2019
Include CRT/6M's in lesson planning sessions with teachers to ensure they are through out and purposeful, guiding students to high levels of rigor.	Jessica Downes	Ongoing at weekly planning sessions August 2018-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
CRT teaching strategies/ Restorative Practices	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 25.6% on ELA FSA and 36.6% in Math FSA , as evidenced in 2018 FSA results
2. We expect our performance level to be 32% in ELA and 42% in Math by 2019 FSA.
3. The problem/gap is occurring because students struggle in core due to many learning gaps.
4. If rigorous core instruction with scaffolding would occur, the problem would be reduced by 7%.
5. **SMART GOALS:**
The percent of ESE students achieving proficiency on ELA will increase from 25.6% to 32% and students achieving on Math will increase from 36.6% to 42%, as measured by Math FSA 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 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).

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?
Work with VE resource teachers in writing the master schedule to ensure that supports can be provided to students both in and out of core.	Assistant Principal and VE resource teachers	Spring 2018 August 2018
Plan intentionally for specially designed instruction to address IEP goals and grade level standards. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE Teachers	August 2018-May 2019
Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skill for students. Use visual supports and prompts to support students through transitions and longer tasks.	ESE Teachers	August 2018-May 2019
Utilize scaffolds such as annotated texts, sentence frames, specific works spaces, or technology to ensure that all students have access to the grade level materials	ESE Teachers	August 2018-May 2019

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Data Driven Instruction-Using interim/formative data to plan for instruction aligning to student needs and IEP goals.	ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Scaffolding supports to students to assist then in reading complex text	ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 68.8 proficient , as evidenced in ELA FSA 2018 results.
2. We expect our performance level to be 75% on ELA by 2019 FSA results.
3. The problem/gap is occurring because there is a disconnect between the understanding of gifted strategies and the grade level standards amongst teachers.
4. If a stronger understanding about the connection between gifted strategies and grade level standards would occur, the problem would be reduced by 6%.

5. SMART GOALS:

- The percent of gifted students scoring a level of 4 or 5 on ELA FSA will increase from 68.8% to 75%, as measured by 2019 FSA ELA.

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 gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- 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?
Utilize formative data as a tool to best plan for instruction to meet the needs of gifted students through curriculum compacting and/or differentiation of product, process or content.	Principal Assistant Principal Gifted Teacher	August 2018-May 2019
Teachers plan using the ALD's, focusing on planning tasks matching those in the level 4 and 5 range to ensure that students are being challenged appropriately.	Principal Gifted teacher Assistant Principal	August 2018-May 2019
Teachers and administration to attend the gifted micro-credentialing training.	Principal	August 2018-May 2019
Embed professional development on differentiation for the gifted learner in curriculum trainings and PD.	Gifted Teacher	September 2018-April 2019

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
Gifted micro-credentialing courses offered by the district	Instructional staff Administration	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using the ALD's appropriately to plan for instruction	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1, 2 and 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"> • Back to School Night. • Conduct state of the school midway through the year. • Facebook and monthly calendar to communicate information effectively to families, as well as weekly school messenger call. • Teachers record all communication in Focus so that parent communication can be monitored. • Provide opportunities on non-student contact days for teachers to meet with parents to update them on students' progress. • Conduct a Student Showcase night. • Provide a Stem night for Parents to participate with students. 	<ul style="list-style-type: none"> • Principal • Family Community Liaison- Jenny Moncrieff 	<ul style="list-style-type: none"> • Aug. 2018-May 2019
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • FSA parent strategy trainings • 	<ul style="list-style-type: none"> • Jessica Downes 	<ul style="list-style-type: none"> • Feb. 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • ASD family trainings • Invite families to SAC events • 	<ul style="list-style-type: none"> • ASD team • Principal 	<ul style="list-style-type: none"> • Aug. 2018-May 2019
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> • Reach out to community partners to see how the can support student achievement • Host a Boo-Hoo/ Yee-haw breakfast for new (returning families welcome too) families to introduce them to the school • During the Fall Festival, invite local business to our school as way for them to see what we offer and integrate them into the school community 	<ul style="list-style-type: none"> • Family Community Liaison- Jenny Moncrieff and PTA board 	<ul style="list-style-type: none"> • Aug. 2018- 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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Focus 101-using the parent communication tab	All instructional staff	<input checked="" type="checkbox"/> Priority 1
Family Friendly Schools Workshop	Front Office Clerk and Community Liaison	<input checked="" type="checkbox"/> Other



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Lisa	Freeman	White	Principal
Kiki	Kontodiakos	White	Business/Community
Jordie	Teig	White	Teacher
Maureen	Day	White	Teacher
Lisa	Cesarini	White	Teacher
Michelle	Rogers	Black	Parent
Steven	Marcinek	White	Parent
Nicole	North Rodriguez	Hispanic	Parent
Kiki	Durney	White	Business/Community
Candace	Brooks	Black	Support Employee
Kristy	Tracy	White	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ 3500.00
	Allocated to provide additional time to Leveled Literacy Intervention Team	3500.00
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ Click or tap here to enter text.
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ 1200.00
	For books and materials provided to classroom teachers for professional development and classroom use.	1200.00
	[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.)	\$ [6,000]
	TDEs for grade level teams for a team professional and academic development day 1 st half of school year.	3,000t]
	TDE's for grade level teams for a team professional and academic development day 2 nd half of the school year.	[3,000]
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 \$ [10,700]		