School Improvement Plan
SY 2018-19

PASADENA FUNDAMENTAL 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:	Donita O. Moody	SAC Chair:	Natalie Rush

School Vision	100% Student Success

School Mission	Pasadena Fundamental School is a school of choice that creates a safe, fundamental learning environment where faculty, staff, parents, and community work in partnership to foster highest student achievement.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
464	25	19	54	26	340	0

School Grade	**2018:** A	**2017:** A	**2016:** A	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	75	80	87	86	77	74	NA	NA	NA	NA	NA	NA
Learning Gains All	55	62	71	77								
Learning Gains L25%	50	55	63	55								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Donita	Moody	FT	1-3 years
Curriculum Specialist	Anita	Bianchi	FT	1-3 years
ESE	Sara	Burt	PT	1-3 years
Equity Champion	Christina	Harvey	FT	1-3 years
School Counselor	Toni	Hoge	FT	20+ years
Lead Teacher K	Courtney	Gomes	FT	11-20 years
Lead Teacher 1	Anne	Hall	FT	20+ years
Lead Teacher 2/Restorative Practice	Rose	Lang	FT	4-10 years
Lead Teacher 3	Charlotte	Yeomans	FT	4-10 years
Lead Teacher 4	Brianne	Leonard	FT	4-10 years
Lead Teacher 5	Denise	Dawson	FT	20+ years
Total Instructional Staff:	**34**		**Total Support Staff:**	**16**

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 L25 students achieving proficiency in ELA will increase to 60% . Click or tap here to enter text.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies, which support student-centered instruction with rigor, then the percent of all students to earn gains will increase to 70%.

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies, which support formative assessment , then the percent of all students showing growth across content areas will increase to 70%.

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 the impact of Tier 1, Tier 2 and Tier 3 instruction and the impact on student achievement -Ensure interventions for closing the achievement gaps	• Professional Development to support Tier 1 Core Instruction • Professional Development on research based interventions resources • Tier 2 Data Chats/monitoring (3 per year) • Monitor and provide high quality feedback on	Principal	Curriculum Specialist School Counselor VE Resource Teacher Speech Therapist	Bi-weekly 2nd and 4th Tuesdays	• Quality Research Based Interventions • MTSS Intervention Data in Performance Matters Unify • ISM Data • iObservation Data

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				the fidelity of interventions provided to improve student achievement				
2.	Tier 3 Problem-solving Team	All Priorities	The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success.	• Provide Tier 3 services • Frequently (at least weekly) progress monitoring that includes visual representation (graphs) • collaborative problem solving between parents, teachers, service providers, and sometimes the student	School Counselor	Hourly Teacher Classroom Teacher VE Resource Teacher	Daily	• Tier 3 Progress Monitoring Data
3.	Equity Team	All Priorities	Move the school along the equity continuum to close the achievement gap	• Meet monthly to plan culturally relevant PD	• Equity Champion	Principal Curriculum Specialist Equity Champion	Monthly	• Lesson Plans • Classroom Observations
4.	Child Study Team	All Priorities	Maintain high attendance rates for all students	• meets bi-weekly to review	• Social Worker	Principal Social Worker DMT	Bi-weekly	• Monthly CST Minutes and Reports

	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
				attendance and address needs of students with excessive absences.		School Counselor		
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)* **K 1st 2nd 3rd 4th 5th Specialist ESE**	All Priorities	Ensure that a shared vision of rigorous instruction is implemented school wide	• meets regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.	• Lead Teacher	Classroom Teachers	Bi-Weekly	• Minutes • Student Work Samples • Lesson Plans • Training Notes • Data Charts • Formative Assessment Results
6.	Instructional Leadership/Literacy Leadership Team	All Priorities	Ensure that a shared vision of rigorous instruction is implemented school wide	• meets regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. (ie: lesson planning, student work analysis,	Principal	Classroom Teachers	Bi-Weekly	• Minutes • Student Work Samples • Lesson Plans • Training Notes • Data Charts • Formative Assessment Results

	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
				formative assessment development, data chats)				
7.	Restorative Practices/PBIS Team	All Priorities	Maintain a Positive School Climate through Restorative Practices	• Developing a shared vision around developing a restorative school climate	IIRP Certified Trainer	Classroom Teachers	Monthly	• Infraction Data • Referral Data • IAC Data • Suspension 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 three students earned five referrals. We expect our performance level to be zero referrals earned by May 2019.
2. The problem/gap in behavior performance is occurring because strategies are needed to address the diversity of each student.
3. If teacher fosters a sense of classroom community by acknowledgement and respect for the diversity of each student, the problem would be reduced to zero referrals, as evidenced by school profile data. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by monitoring iObservation data .

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 three to zero as measured by school profile data.

6. **STRATEGIES:**

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

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

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

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	• Rose Lang	• Summer 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Donita Moody	• Summer 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Rose Lang • Brianne Leonard	• Summer 2018
Conduct learning opportunities.	• Rose Lang	• Fall 2018-Spring 2019
Monitor and support staff for implementation with fidelity.	• Donita Moody	• Fall 2018-Spring 2019
Review student and teacher data on weekly basis for trends and next steps.	• Toni Hoge	• Weekly

Update school-wide plan on a monthly basis.
  • *Celebrate areas of growth*
  • *Update strategies for areas of improvement*
	• Donita Moody	• 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
School Wide Restorative Practice Professional Development	50 Teachers and Staff Members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
MTSS-Behavior Professional Development/Exceptional Student Education (ESE) Professional Development	50 Teachers and Staff Members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Culturally Relevant Teaching PD	50 Teachers and Staff Members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 4% of all students are absent more than 10%. We expect our performance level to be 2% by May 2019.
2. The problem/gap in attendance is occurring because lack of parent understanding absences policies.
3. If parents have an understanding of attendance policies) the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring school profile data.

5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 4% to 2%, as measured by school profile data.
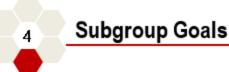
6. STRATEGIES: *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

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

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

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

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

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional Development aligned to support Tier 2 and Tier 3 attendance plans.	34 Classroom Teachers	☒ 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 75% proficient, as evidenced by FSA.
2. We expect our performance level to be 85% by Summer 2019.
3. The problem/gap is occurring due to the lack of fidelity in implementing instruction with rigorous tasks.
4. If fidelity of implementation of rigorous task would occur, the problem would be reduced by 10%.

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 achieving ELA proficiency will increase from 75% to 85%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically re-reading complex text, writing speaking and listening.	Principal Leadership Team Curriculum Specialist	Weekly
2. Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for strategic practice as well as building stamina for longer projects across the grade levels and calendar year.		Daily
3. Teachers monitor and provide students with targeted, actionable feedback to support learning, leaving students ambitious agendas (goals) that will last across the week.		Daily
1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. *(Teachers use state assessments, district provided assessments, observational data, anecdotal record keeping, FACs (formative Assessment Checks), and teacher created informal assessments to monitor student progress.)*	Principal Leadership Team Curriculum Specialist	Daily Weekly

2. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance. 3. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.		Weekly
Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs.	Principal Leadership Team Curriculum Specialist	Weekly

1. **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

2. **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
Fidelity with Module Implementation Support/Progression of lessons that lead to more Complex Thinking, Talking, Questioning and Reading/Complex Tasks	20 K-5 ELA Teachers 1 Hourly Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Fidelity with Differentiated Instruction/Jan Richardson Guided Reading	20 K-5 ELA Teachers 1 Hourly Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Fidelity with Data Analysis Support	20 K-5 ELA Teachers 1 Hourly Teacher	☒ 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 86%, as evidenced in FSA.
2. We expect our performance level to be 93% by Summer 2019.
3. The problem/gap is occurring due to lack of fidelity in implementing problem based rigorous tasks incorporating student centered instruction.
4. If fidelity of implementation with problem based rigorous tasks incorporating student centered instruction would occur, the problem would be reduced by 7%.

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 86% to 95%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS).	Principal Leadership Team Curriculum Specialist	Weekly
1. Teachers use lesson planning tools to plan purposeful questions based on anticipated student solutions and misconceptions. TQE lesson tool 2. Teachers monitor and provide feedback to students to support learning.	Principal Leadership Team Curriculum Specialist	Daily
1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (e.g., MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Weekly	Principal Leadership Team Curriculum Specialist	Daily/Weekly

2. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.		
3. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.		Daily

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

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District Math Coach Walkthrough and Feedback	22 K-5 Math Teachers 1 Hourly Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Time to explore the resources and curriculum provided by the math department; planning for the *Mathematical Mindsets* opening unit (3 hr)	22 K-5 Math Teachers 1 Hourly Teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Introduction to NCTM's Effective Mathematics Teaching Practices (Jigsaw and Gallery Walk). Task sort by cognitive demand to zoom in on "Implement tasks that promote reasoning and problem solving." (1.5 hr) (Problem Based Teaching Focused on Higher Performing Students)	22 K-5 Math Teachers 1 Hourly Teacher	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Planning using the Task-Question-Evidence (TQE) Process (1.5 hr) (Analysis of Student Artifacts After Common Planning)	22 K-5 Math Teachers 1 Hourly Teacher	☐ Priority 1 ☒ Priority 2 ☒ Priority

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 77%, as evidenced in SSA.
2. We expect our performance level to be 84% by Summer 2019.
3. The problem/gap is occurring due to lack of fidelity of 10-70-20 instructional models across grade levels.
4. If there is fidelity of implementing 10-70-20 , the problem would be reduced by 7%

5. **SMART GOALS:**

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

The percent of 5th grade students achieving proficiency will increase from 77% to 85% as measured by 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.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers 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.	Principal Leadership Team Curriculum Specialist	Weekly
1. 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. 2. Teachers use BOAST (Bring On Any Science Test) vocabulary. 3. Monitor and develop support plans for teachers not exhibiting routine practice of the 10-70-20 science instructional model inclusive of support provided by school-based mentors or request district science coach support.	Principal Leadership Team Curriculum Specialist	Fall 2018-Spring 2019 Weekly 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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Science Instructional Routine 1-5	14 K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Coach Support in the Classroom (K-5)	18 K-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ 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 6 out of 6 modules eligible for bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework .

2. We expect our performance level to maintain 6 out of 6 modules eligible bronze by April 2019.

3. The problem/gap is occurring because lack of physical activity outside of the classroom, food served to staff does not meet USDA requirements.

4. If our team can monitor the implementation of administrative guidelines for wellness, our school would have greater opportunity to be eligible for recognition.

5. **SMART GOALS:**

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

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

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

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
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.	Principal	August 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 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
Healthy Schools Program Training Component #19545	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	☐ 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 one STEM Academy, as evidenced by school and district participation data.
2. We expect our performance level to be three STEM Academies by Spring 2019.
3. The problem/gap is occurring the number of students interested exceeded the number of academies available Click or tap here to enter text.
4. If the number of academies increase by Spring 2019 , the problem would be reduced by two academies .

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 2nd, 3rd and 4th grade all students participating in STEM academies will increase from one to three, as measured by school and district participation data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Establish or maintain an after-school STEM academy to increase access to STEM content for students.	STEM Teachers	Weekly

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Professional Development	4 STEM Teachers (2nd, 3rd, 4th)	☒ 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 53.8% scored level 3 and above for black students compared to 75.7% white students, as evidenced in ELA FSA 2018.
2. We expect our performance level to be 60% by Spring 2019.
3. The problem/gap is occurring because targeted support for improved learning is needed.
4. If targeted support would occur, the problem would be reduced by 10%.
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 proficient in 3rd, 4th and 5th grade will increase to 60%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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	☒ Ensure equitable representation of black learners in school awards/recognition ceremonies.	High achieving students will be acknowledged in an equitable manner to promote continued academic success.
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. ☒ 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. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	• The achievement gap between black and non-black students will be eliminated.
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.	• Increase the identification of gifted learners
Student Discipline	☒ Implement Restorative Practices throughout the school. ☒ Conduct monthly discipline disparity/restorative practices training with school administrators. Choose an item.	• Maintain balanced discipline data as it relates to black and non-black students.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	• Ensure that students receive equitable ESE service.
Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants.	• Ensure interviewing, hiring and retention of highly qualified minority employees to assure a diverse work force.

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?
Monitor and provide feedback on the use of oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans	Equity Champion	Monthly
Monitor effectiveness of intervention strategies and make adjustments based on student progress.	Curriculum Specialist	Monthly
Develop a system to monitor student participation in enrichment opportunities and digital resources make adjustments based on data	Curriculum Specialist	Monthly

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 Professional Development - Provide targeted professional development and coaching to teachers on culturally responsive strategies to increase engagement in rigorous instruction	34 Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practice Professional Learning	34 Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ 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 37.5% level 3+ ESE compared to 77.9% Non- ESE, as evidenced in FSA ELA 2018.
2.   We expect our performance level to be 47.5% by Spring 2019.
3.   The problem/gap is occurring because evidence based practices aligned to foundational skills are needed.
4.   If implementation evidenced based practices would occur, the problem would be reduced by 10%.

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 earning level 3+ will increase from 37.5% to 51%, as measured by FSE 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 ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

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

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use evidence based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE Teacher/Case Manager	Daily
Provide for ongoing collaboration with all stakeholders including general education teachers, administrator, parents and school-based staff that support the student.	ESE Teacher/Case Manager	Daily

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
Data Analysis	24 Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ 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 72% of students scored Level 4 & Level 5, as evidenced in ELA FSA 2018.
2. We expect our performance level to be 82% by Spring 2019.
3. The problem/gap is occurring because targeted differentiated instruction/enrichment is needed for gifted learners.
4. If targeted differentiated instruction/enrichment would occur, the problem would be reduced by 10%.

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 gifted students earning level 4 and 5 will increase from 72% to 82%, as measured by ELA 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 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.

☒ 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?
Teachers/Staff obtain the gifted micro-credential and/or the gifted endorsement so they can better engage gifted learners in complex tasks	Donita Moody-Principal	3, 2 hour session in the fall of 2018
Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives	Donita Moody-Principal	Daily /Weekly
Plan for tiered learning to utilize questions with varying "Depth of Knowledge"	Donita Moody-Principal	Daily /Weekly

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.)*

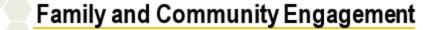| Professional Learning Description	Participants (number and job titles)	Priority Alignment
PCS Gifted Micro-Credential	**24 K-5 Teacher**	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Professional Development on "Differentiation for Gifted Learners"	**24 K-5 Teachers**	☒ Priority 1 ☒ Priority 2 ☒ Priority 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.	Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards). • Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, etc. • Parent/family meetings to communicate school and classroom processes and procedures. • Required Conferences (3 times per year) • Student Agendas/Planners • Social Media	Principal Leadership Team Curriculum Specialist Classroom Teacher Student Services Personnel	• Fall 2018-Spring 2019
2. Provide academic tools to families in support of their students' achievement at home.	• Parent University • Student Led Conferences Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. (Parent University, Student Led Conference) Provide families/parents with academic tools/ resources on a regular basis. (Tutoring, Clever Applications: iStation ST. Math, Khan Academy, Myon)	Principal Leadership Team Curriculum Specialist Classroom Teacher Student Services Personnel	• Fall 2018-Spring 2019

3. Purposefully involve families with opportunities for them to advocate for their students.	Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy. (PTA) Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.	Principal Leadership Team Curriculum Specialist Classroom Teacher Student Services Personnel	• Fall 2018-Spring 2019
4. Intentionally build positive relationships with families and community partners.	• Develop and implement activities to build respect and trust between home and school • Increase positive interaction with parents/families on a regular basis. • Utilize focus groups to gather parents and family input for development of school improvement. •	Principal Leadership Team Curriculum Specialist Classroom Teacher Student Services Personnel	• Fall 2018-Spring 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
Family and Community Engagement Strategies	Principal Leadership Team Curriculum Specialist Classroom Teacher Student Services Personnel	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Family Friendly Schools PD PLN #28412 Collaborating for Success High Impact Classroom, Family Engagement PD PLN # 27553	Instructional and Non- Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Donita	Moody	Black	Principal
Stephanie	Hoffman	White	Support Employee
Shannery	Barnes	White	Parent
Devika	Srivastava	Asian	Parent
Sandy	Dipple	White	Teacher
Heather	Riddle	White	Teacher
Tiffany	Gooding	Black	Parent
Denisha	Davidson	Black	Parent
Kelly	Pettingill	White	Parent
Elizabeth	Rogan	White	Parent
Jennifer	Gay	White	Parent
Cassidy	Noble	White	Parent
Jennifer	Schellenberg Yager	White	Parent
Jennifer	Anacki	White	Parent
Anita	Bianchi	White	Other Instructional Employee
Natalie	Rush	Hispanic	Parent
Paul	Hsu	Asian	Business/Community
Katie	Hughes	White	Parent
Courtney	Burt	White	Parent
Ricardo	Gordillo-Phane	Hispanic	Parent
Cristal	Brinson	Multi-Racial	Parent
Sara	Lopez	Hispanic	Parent

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: 9/11/2018   ☐ No

⬡ BUDGET / SIP FUNDS

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

Budget Categories	Amount
1. **Academic Support**	**$ 0**
2. **Behavioral Support**	**$ 580**
Student Incentives and celebrations	580
3. **Materials and Supplies**	**$ Balance of Funds**
Materials to support ELA or Math Instruction	Balance of Funds
[Insert materials on a separate row]	
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ 0**
Education Conferences ie: Marzano	0
Click or tap here to enter text.	
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ 1740**
TDEs for Teacher PD/Lesson Study	[1160.00]
Stipends for SIP Review/development	$580
6. **Other** *(please list below)*	**$ 0**
TOTAL $ **[$2320.00]**	