



School Improvement Plan SY 2018-19

PERKINS ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Laura Kranzel	SAC Chair:	Christine Krohn
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School Vision	100% Student Success
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School Mission	The mission of Perkins Elementary, Center for the Arts & International Studies, is to provide a positive learning environment and quality educational experiences, thus enabling our students to reach their full potential academically, socially, creatively, and culturally through the cooperative efforts of the family, school, and community.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
574	5	241	65	26	237	0

School Grade	2018: B	2017: B	2016: A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	59	68	74	75	69	64						
Learning Gains All	45	59	63	58								
Learning Gains L25%	32	36	42	41								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Laura	Kranzel	FT	4-10 years
Equity Champion	Daniel	Lennox	FT	Less than 1 year
ESE	Kimberly	Stickles	FT	1-3 years
ELL	Daniel	Lennox	FT	Less than 1 year
Climate and Culture	Timothy	Beatty	FT	1-3 years
Total Instructional Staff:	54	Total Support Staff:	22	



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: Climate and Culture

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students making learning gains in ELA will increase from 45% to 50%

2. Priority 2: Equity

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support equity , then the percent of all students proficient in ELA will increase from 59% to 65%

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students in the lowest 25% of ELA and Math will increase from 32% (ELA) and 42% (Math) to 50% in each area.



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 <i>(using MTSS Framework)</i>	All Priorities	Lower than expected ELA Proficiency and Learning Gains	<ul style="list-style-type: none"> Monitoring interventions and progress of students in ELA. 	Curriculum Specialist	SBLT	Weekly on Tuesdays	<ul style="list-style-type: none"> Lesson plans OPM
2.	Tier 3 Problem-solving Team	Priority 3	Learning gains for L25 below 50% for both ELA and Math	<ul style="list-style-type: none"> Interventions and progress monitoring by teacher 	School Counselor	Curriculum Specialist, Psychologist, Teacher, SW	Weekly on Tuesdays	<ul style="list-style-type: none"> Teacher lesson plans for interventions, OPM, fidelity checks
3.	Equity (PBIS/RP/CRT) Team	All Priorities	To close the achievement gap To increase level of academic achievement and engagement To increase level of staff awareness/ understanding	<ul style="list-style-type: none"> Communicate high expectations for each student CRT / RP PD Roll out schoolwide PBIS 	Equity Champion School Counselor	All staff	Ongoing throughout staff meetings	<ul style="list-style-type: none"> Lesson plans (6m’s) Walk throughs Discipline data
4.	Child Study Team	Priority 1	To decrease attendance issues	<ul style="list-style-type: none"> Parent communication 	Social Worker	Principal	Twice a month	<ul style="list-style-type: none"> Notes and reports



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
5.	Team Leaders	All Priorities	Empower teachers Increase lines of communication	<ul style="list-style-type: none">Collaborate on school initiatives (including use of referendum funds) and effectively communicate	Principal	Team Leaders	Monthly	<ul style="list-style-type: none">AgendasActions plansParticipation

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 18 referrals. We expect our performance level to be 9 by May 2019.
2. The problem/gap in behavior performance is occurring because limited use of restorative practices.
3. If Restorative Practices would occur, the problem would be reduced by 50%, as evidenced by School Profiles behavior report. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by 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 black students receiving referrals will decrease from 6 to 3, as measured by school profiles behavior report.

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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- 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"> • Equity Team 	<ul style="list-style-type: none"> • June 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • School Counselor 	<ul style="list-style-type: none"> • June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Equity Team 	<ul style="list-style-type: none"> • August 2018
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Equity Team 	<ul style="list-style-type: none"> • Ongoing
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Administrators 	<ul style="list-style-type: none"> • Ongoing
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • Weekly
<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"> • School Counselor 	<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	Whole staff (76)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID CRT	14 teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Champions	1 administrator, 1 ESE teacher	<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 97% ~~98%~~ May 2019May 2019.
2. The problem/gap in attendance is occurring because chronic illness / lack of transportation.
3. If acceptance of transportation assistance would occur, the problem would be reduced by 1%.
4. We will analyze and review our data for effective implementation of our strategies by school profiles 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 number of all students missing more than 10% of school will decrease from 14 to 7, as measured by school profiles attendance dashboard data.

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

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

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

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

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
Attendance taking process	Homeroom teachers (31)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 59%, as evidenced in FSA ELA 2018.
2. We expect our performance level to be 65% by FSA ELA 2019 .
3. The problem/gap is occurring because instruction is not always equitable.
4. If increased awareness and use of CRT and RP would occur, the problem would be reduced by 6% less students not meeting proficiency in ELA.

5. SMART GOALS:

The percent of all students achieving proficiency will increase from 59% to 65%, as measured by FSA ELA 2019.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
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.	Curriculum specialist	PLC / Collaborative Planning
Teachers intentionally plan instruction aligned with a high level of rigor by using taxonomy levels and adjust instruction through the use of talk, task, text, and student needs	Curriculum specialist	PLC / Collaborative Planning
Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning.	Curriculum specialist	PLC / Collaborative Planning
Administrators monitor teacher practice and provide feedback to support teacher growth.	Administrators	ongoing

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly curriculum meetings	31 classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
RP/CRT	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 42% of L25 students making learning gains, as evidenced in FSA Math 2018.
2. We expect our performance level to be 50% of L25 students making learning gains by FSA Math 2019.
3. The problem/gap is occurring because teachers are not implementing culturally relevant teaching strategies.
4. If CRT would occur, the problem would be reduced by at least 8% more L25 making learning gains in Math.

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 in the L25 cell will increase from 42% to 50%, as measured by FSA Math 2019.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
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.	Curriculum specialist	PLC / Collaborative Planning
Teachers collaborate to select and implement rigorous tasks aligned with each standard including MFAS and Rich Mathematical Tasks	Curriculum specialist	PLC / Collaborative Planning
Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to students while scaffolding learning to increase student performance.	Curriculum specialist	PLC / Collaborative Planning
Administrators monitor teacher practice and provide feedback to support teacher growth.	Administrators	ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CRT Avid shared with Staff	54 instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly curriculum meetings utilizing Number Talks and High Yield Strategies	31 instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 69%, as evidenced in SSA 2018.
2. We expect our performance level to be 75% by SSA 2019.
3. The problem/gap is occurring because of a gap in Science background and vocabulary knowledge.
4. If strategic vocabulary instruction would occur, the problem would be reduced by 6%.

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 Science proficiency will increase from 69% to 75%, as measured by SSA 2019.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents, Cycle and Diagnostic data to inform academic vocabulary gaming and additional learning experiences to effectively plan for science units that incorporate the 10-70-20 science instructional model and science labs	Curriculum Specialist	PLC/ planning
Teachers collaborate to select and implement rigorous tasks aligned with each standard.	Curriculum Specialists	PLC/ planning
Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to students while scaffolding learning to increase student performance. Use cycle and diagnostic data to inform the 3 rd /4 th Grade Review plan for 5 th Grade students which will be implemented beginning in August.	Curriculum Specialists	PLC/ planning
Administrators monitor teacher practice and provide feedback to support teacher growth. Implement monitoring of the science lab through walkthroughs and pre-post tests.	Administrators	ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Curriculum Meetings	31 instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is N/A, as evidenced in Alliance for a Healthier Generation.
2. We expect our performance level to be Bronze by May 2019.
3. The problem/gap is occurring because lack of reporting of programs and successes .
4. If staff reporting would occur, the problem would be reduced by at least one level.

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 staff reporting involvement of healthy programs will increase from unknown to 50%, as measured by Alliance for a Healthier Generation.

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

- Choose Strategy
- 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?
The healthy school team will review all assessment items to determine most feasible items to improve in one module to achieve one recognition level and develop an action plan	Wellness Champion	Fall 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
Schoolwide informational materials sent through updates	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Wellness champion provides PD opportunities depending on results of staff surveys	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50% Math, 32% ELA, as evidenced in 2017-2018 FSA.
2. We expect our performance level to be 60% Math, 42% ELA by 2018-2019 FSA.
3. The problem/gap is occurring because of a lack of culturally relevant teaching practices.
4. If implementation of CRT AVID training would occur, the gap would be reduced by 10% per subject area.

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 on FSA will increase from 50% Math, 32% ELA to 60% Math, 42% ELA, as measured by 2018-2019 FSA.

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

BTG Area	Strategies	Expected Impact and Results
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 staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Black students will increase in percentage of making learning gains as well as proficiency on FSA.
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> • Percentage of referrals will more accurately reflect the percentage of the student population. • Student behavior will be handled proactively and restoratively vs. punitively
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Interventions will be implemented with fidelity based upon needs identified through progress monitoring
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • When we have openings, assistance in recruiting black applicants would be appreciated
		<ul style="list-style-type: none"> •



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?
Equity, RP, and CRT Avid training	Equity Team	ongoing

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
Training embedded in pre-school as well as throughout the school year in faculty meetings	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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%, as evidenced in FSA.
2. We expect our performance level to be 51% by Spring 2019.
3. The problem/gap is occurring because differentiated instruction is lacking.
4. If targeted differentiated instruction would occur, the problem would be reduced by 26%.

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 meeting 31% proficiency will increase from 25% to 51%, as measured by 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).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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 SWD to teach foundational skills as a pathway to grade level work.	VE teacher	ongoing
Use PBS including individual, class, and schoolwide behavior plans	SBLT	daily
Promote student independence by teaching, modeling and practicing social and life skills.	VE teacher	ongoing

2. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Avid CRT, RP, SEL, Equity training	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Use of Class Dojo, Facebook, Newsletters 	<ul style="list-style-type: none"> Classroom teachers Administrators 	<ul style="list-style-type: none"> Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Advertise and promote usage of Beyond the Classroom resources 	<ul style="list-style-type: none"> Tech specialist 	<ul style="list-style-type: none"> Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Recruit and retain PTA/PME/SAC board members Maintain open lines of communication 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Purposefully communicate and listen to all stakeholders, seek input on decisions when appropriate 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Ongoing

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Christine	Krohn	White	Parent
Laura	Kranzel	White	Principal
Deanna	Moore	Multi	Parent
Cathy	Nelson	White	Other Instructional Employee
Tim	Hobbs	White	Parent
Katie	Shadwick	White	Parent
Lillian	Lewis	Hispanic	Teacher
Audrey	Reali	White	Teacher
Meghan	Rodriguez	Hispanic	Parent
Dekesha	Seay	Black	Parent
Leslie	Wabolt	White	Parent
Jaya	Eeten	White	Other Instructional Employee
Kontonia	Fowler	Black	Teacher
Donna	Skinner	Black	Support Employee
Nicole	Kavaliauskas	White	Other Instructional Employee
Jonathan	Schmidt	White	Teacher
Patrick	Dell	White	Parent
Elijah	McClendon	Black	Parent
Karie	John	White	Parent
Joel	Heller	White	Teacher
Wil	Kovaks	White	Parent
David	Mullin	White	Parent
Albert	Paul	Black	Business/Community

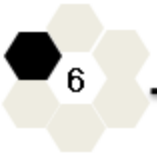
SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: 8/23/2018 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		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2. Behavioral Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3. Materials and Supplies		\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4. Employee Expenses (i.e., travel, registration fees, etc.)		\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)		\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6. Other (please list below)		\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [Insert total estimated SIP Budget]		