



# School Improvement Plan SY 2018-19

## PINELLAS CENTRAL 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

<b>Principal:</b>	Daphne M Miles	<b>SAC Chair:</b>	TBD
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<b>School Vision</b>	Professional community of educators promoting 100% student success.
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<b>School Mission</b>	The mission of Pinellas Central Elementary is to create a safe and positive learning environment where adults and students feel valued and challenged to reach their highest potential.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
652	80	102	147	41	281	1

<b>School Grade</b>	<b>2018:</b> C	<b>2017:</b> C	<b>2016:</b> C	<b>Title I</b>	YES
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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 %
<b>Proficiency All</b>	53	50	65	66	59	54						
<b>Learning Gains All</b>	51	46	60	66								
<b>Learning Gains L25%</b>	42	37	33	48								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Daphne	Miles	FT	Less than 1 year
Assistant Principal	Stacey	Raspitzi	FT	4-10 years
Literacy Coach	Emily	Shelley	FT	4-10 years
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
Team Leader	TBD			
<b>Total Instructional Staff:</b>	<b>48</b>	<b>Total Support Staff:</b>	<b>37</b>	



## 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 aware of daily learning targets as observed during school wide classroom walkthroughs will increase from 76% to 81%.

### 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, with a specific focus on L25 students, engaged in Level 3 or higher taxonomy level tasks as observed during district wide classroom walkthroughs will increase to 75%.

### 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 participating in classroom practices that build relational capacity will increase from 47% to 52% as observed during school wide classroom walkthroughs.



## 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	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> <li>Training on Lesson Planning Resources,</li> <li>Weekly instructional walkthroughs</li> </ul>	Principal	Assistant Principal  Team Leaders  Literacy Coach	Weekly on Tuesdays-Thursdays	<ul style="list-style-type: none"> <li>Lesson plans aligned to standards, with targets and performance scales</li> </ul>
2.	Child Study Team	Priority 3	Monitor student attendance	<ul style="list-style-type: none"> <li>Monthly calendar schedule</li> </ul>	School Psychologist	Administrator  School counselor  School social worker  School DMT Others as needed	Biweekly on Tuesdays	<ul style="list-style-type: none"> <li>CST minutes</li> <li>District monthly attendance report</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Monitor student achievement based on grade level standards	<ul style="list-style-type: none"> <li>Training on problem solving process</li> </ul>	Grade Level Team Leader	Grade Level Team Leaders	2 <sup>nd</sup> Tuesdays of the month	<ul style="list-style-type: none"> <li>SBLT minutes</li> <li>Problem solving worksheets</li> </ul>
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency  Implement Reading Units of Study strategies with fidelity	<ul style="list-style-type: none"> <li>Same as SBLT</li> </ul>	Literacy Coach	Teachers Parents Community Representatives	Daily/Weekly	<ul style="list-style-type: none"> <li>LLT minutes</li> </ul>
7.	PBIS/Restorative Practices Team	Priority 3	Monitor the implementation of the school PBIS Action Plan	<ul style="list-style-type: none"> <li>Training on Restorative Practices</li> </ul>	Restorative Practice Team	Teachers Staff	Bi-weekly	<ul style="list-style-type: none"> <li>Surveys</li> <li>Lesson Plans</li> </ul>

## 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 95% of the total student population demonstrated school wide expectations not resulting in a discipline referral during the 2017-18 school year. We expect our performance level to be higher as measured by the referral risk per student ratio by the end of the 2018-19 school year.
2. The problem/gap in behavior performance is occurring because students’ physical, social and emotional needs are not met impacting their academic performance and relations with peers and adults.
3. If PCE Restorative Practice Action Plan would occur with fidelity, the problem would be reduced by the number of student discipline referrals and Level 1 calls.
4. We will analyze the use of restorative practices data through weekly monitoring and tracking of student referrals, daily classroom walkthroughs, and student/parent surveys.

#### 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 31 to at least 21, 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 development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- Choose an item.

#### 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	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• ESOL Teacher</li> <li>• 2 Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• June 2018</li> </ul>
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> <li>• Administrator/designee</li> <li>• Restorative Practice Team</li> </ul>	<ul style="list-style-type: none"> <li>• August 2018</li> </ul>
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> <li>• Administrator/designee</li> </ul>	<ul style="list-style-type: none"> <li>• August 2018-May 2019</li> </ul>
Review student and teacher data on monthly basis for trends and next steps.	<ul style="list-style-type: none"> <li>• Guidance Counselor</li> <li>• SBLT Team</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-weekly</li> </ul>





### 8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review of school Implementation Plan of Restorative Practices including restorative circles and culturally relevant teaching strategies	All teachers and staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Review of Problem Solving Worksheet Process by SBLT members	Administrators Team Leaders	<input checked="" 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 23%. We expect our performance level to be 19% by the end of the school year.
2. The problem/gap in attendance is occurring because of parent awareness of daily attendance.
3. If consistent student attendance would occur, the problem would be reduced by 4%.
4. We will analyze and review our data for effective implementation of our strategies by quarterly PSW reviews.

### 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 23% to 19%, as measured by attendance dashboard data.

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

- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- 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.	Administrator	Pre-school
Develop and implement attendance incentive programs and competitions.	CST	First Quarter
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administrator/designee	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Bi-weekly (Tuesday)
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administrator	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
Attend PSW training	Administrator CST	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Training use of attendance codes	All staff that take attendance	<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 53% of students in grades 3-5 scored at or above Level 3 in ELA as evidenced by FSA.
2. We expect our performance level to be 58% or above by the end of the 2018-19 school year.
3. The problem/gap is occurring because of the developing levels of teacher expertise and student learning relative to the Five Areas of Reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.
4. If daily language arts core and intervention instructional by teachers include the Five Areas of Reading would occur, the problem of students not demonstrating an ELA achievement level of 3 and above would decrease by 5% or higher as measured by MAP projections and FSA.

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 3-5 grade students scoring a level 3 or above in ELA will increase from 53% to 58%, as measured by FSA. The percent of students, who scored in the lowest quartile in ELA, will increase at least 5% or above 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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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 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	Literacy Coach	On going
Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and at adapt instruction to meet students' needs.	Literacy Coach	On going

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

- Priority 1
- 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
PLC with a focus on differentiation, intervention and enrichments for L25 students.	All instructional teachers and support staff of students	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
On site PD will be provided to focus on MAP data and intervention plans for L25 students	All instructional teachers and support staff of 3-5 students	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 65% of students in grades 3-5 scored at or above Level 3 in Mathematics as evidenced by FSA.
2. We expect our performance level to be 70% or above by the end of the 2018-19 school year.
3. The problem/gap is occurring because of the developing levels of teacher expertise and student learning relative to math grade level standards.
4. If daily math core and intervention instruction, including the implementation of the 8 Mathematical Practices, by teachers would occur, the problem of students not demonstrating a math achievement level of 3 and above would decrease by 5% or higher as measured by MAP projections and FSA.

**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 3-5 grade students scoring a level 3 and above will increase from 65% to 70%, as measured by FSA.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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 are intentionally developed and included in development of the Mathematics Professional Plan and other decisions	All teachers who teach mathematics	August 2018-May 2019
Administrators and teachers engage in mathematics-focused learning walks using district provided walkthrough tools.	All teachers who teach mathematics	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

**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
Teachers attend the Mathematics Collaborative Planning Hubs	At least 1 teacher per grade level or who teaches mathematics	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teachers will participate in a math lesson study led by a district math coach	4 <sup>th</sup> and 5 <sup>th</sup> grade teachers	<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 59% of students in grade 5 scored at or above Level 3 in Science as evidenced by FSA.
2. We expect our performance level to be 64% or above by the end of the school year.
3. The problem/gap is occurring because of the developing levels of teacher expertise and student learning relative to grade level science standards.
4. If daily core and intervention instruction, including the implementation of the 5E Instructional Model, by teachers would occur, the problem of 5<sup>th</sup> grade students not achieving a level 3 and above in science would decrease by 5% or higher as measured by FSA.

**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 5<sup>th</sup> grade students scoring a level 3 and above in science proficiency will increase from 59% to 64%, 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 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.
- 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 routine practice of the 10-70-20 instructional model for students. This model consists of setting the purpose (10%), core science (70%), and confirming the learning ( 20%).	All instructional teachers and staff	Science block
Develop and implement a 5 <sup>th</sup> grade standards review plan based on data from the ¾ grade Review Diagnostic Assessment	All 5 <sup>th</sup> grade teachers and staff	Science block or as appropriate

**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 Routine training	Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Effective Science training	Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

- 1. Our current level of performance is 4 out of 6 healthy school modules, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be at least achieve 4 out of 6 modules eligible for silver by April 2019.
3. The problem/gap is occurring because of a lack of evidence observed, collected or recorded to meet healthy school recognition criteria.
4. If evidence of wellness participation and completion of healthy school module activities would occur, our school would have a 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.

The number of all students, faculty and staff participating in the Alliance for a Heathier Generation school program will increase from 4 to 6 modules completion earning school recognition.

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.)

Table with 3 columns: WHAT (are you doing to implement these strategies?), WHO (is leading this step?), WHEN (is it occurring?). Rows include: Complete Healthy Schools Program Assessment, Complete the SMART Snacks in School Documentation, Develop and Implement Healthy School Program Action Plan, Update Healthy Schools Program Assessment and Apply for Recognition.

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.)

Table with 3 columns: Professional Learning Description, Participants (number and job titles), Priority Alignment. Row: Attend district-supported professional development to support achieving Healthy school goals.



**G. STEM Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 40 students participate in the STEM club, as evidenced by student enrollment.
2. We expect our performance level to be at least 50 students by August 2018.
3. The problem/gap is occurring because of varying levels of student interest and external barriers.
4. If increased student interest and removal of external barriers would occur, student enrollment would increase.

**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 3-5 grade students enrolled in STEM club will increase from 40 to at least 50, as measured by student enrollment.

**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?
Increase the number of STEM related experiences available to students. Increase the number of students participating in STEM groups from 40 students to at least 50 students.	STEM teachers	August 2018-May 2019
Participation in the Pinellas County STEM Expo. STEM teachers recruit students to participate in STEM Expo.	STEM teachers	TBD
100% student participation in school based Science Fair held in March.	Teachers	TBD

**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 STEM training	2 STEM 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



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 31% of black students scored at or above Level 3 in mathematics, as evidenced in FSA.
2. We expect our performance level to be 36% or higher by the end of the year.
3. The problem/gap is occurring because of developing levels of teacher expertise and student learning relative to grade level mathematic standards.
4. If daily math core and intervention instruction, including the implementation of the 8 Mathematical Practices, by teachers would occur, the problem of black students not demonstrating a math achievement level of 3 and above would decrease by 5% or higher as measured by MAP projections and FSA.

**5. SMART GOALS:**

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

The number of black students in grades 3-5 scoring a level 3 and above in math will increase from 31% to 36% or higher, 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
Student Achievement	<input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <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 type="checkbox"/> Choose Strategy	<p>The number of Black Students performing at a Level 1 or Level 2 in Math will decrease 5% or higher.</p> <p>The number of faculty and staff serving as mentors for black students will increase to 25% or higher.</p>
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Discipline	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•





## Subgroup Goals

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
The percentage of black students participating in the Extended Learning Program will increase to at least 25 or higher.	ELP Teachers	August 2018-May 2019
The number of AVID activities offered to college bound black students will include at least 4 or more AVID field trips and recognition programs.	AVID Teacher Leader	September 2018-May 2019
Provide a computer for at least 10% or more black students	Media Specialist	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
PBIS/Restorative Practice	Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Mathematics Collaborative Planning Hubs	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. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

- 1. Our current level of performance is 15% of ESE students scored at level 3 or above in ELA, as evidenced in FSA.
2. We expect our performance level to be at 20% or above by the end of the school year.
3. The problem/gap is occurring because of developing teacher expertise and student learning relative to grade level language arts standards.
4. If daily language arts core and intervention instructional by teachers include the Five Areas of Reading would occur, the problem of ESE students not demonstrating an ELA achievement level of 3 and above would decrease by 5% or higher as measured by MAP projections and FSA.

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 scoring a level 3 and above in ELA proficiency will increase from 15% to at least 32%, as measured by FSA.

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

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

Choose Strategy

Choose Strategy

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

Table with 3 columns: WHAT (are you doing to implement these strategies?), WHO (is leading this step?), WHEN (is it occurring?). Rows include: Increase the enrollment of ESE students in ELP; Provide a computer for at least 10% or more ESE students; Utilize Jan Richardson Guided Reading or other curriculum materials with targeted ESE students with level 1 and 2 achievement levels with fidelity.

2. MONITORING:

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

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

Table with 3 columns: Professional Learning Description, Participants (number and job titles), Priority Alignment. Row: ESE Training of Accommodations; Teachers, Hourly Teachers; [X] Priority 1, [X] Priority 2, [X] Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

- 1. Our current level of performance is 15% ELL students scored a level 3 and above in ELA, as evidenced in FSA.
2. We expect our performance level to be at 49% or higher by the end of the school year.
3. The problem/gap is occurring because of developing teacher expertise and student level relative to ELA standards.
4. If daily language arts core and intervention instructional by teachers include the Five Areas of Reading would occur, the problem of students not demonstrating an ELA achievement level of 3 and above would decrease by 5% or higher as measured by MAP projections and FSA.

5. SMART GOALS:

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

The percent of ELL students achieving proficiency in ELA will increase from 44% to 49%, 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 English learners and are in addition to the strategies and actions articulated with the content specific goals.)

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
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.)

Table with 3 columns: WHAT (are you doing to implement these strategies?), WHO (is leading this step?), and WHEN (is it occurring?). Rows describe implementation of Can Do Name charts, explicit teaching of high-level English language, and monitoring lesson planning.

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): [X] Priority 1 [X] 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
Training of teacher focus of ACCESS student data	All teachers of EL learners	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training of teaching accommodations	All teachers of EL learners	<input checked="" 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



**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"> <li>Provide monthly school newsletters</li> <li>Use school messenger to communicate school activities and goals</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Administrative Team</li> <li>Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>August 2018-May 2019</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Offer academic parent workshops</li> <li>See Title 1 Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>August 2018-May 2019</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>see Title 1 Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Family-Community Liaison</li> </ul>	<ul style="list-style-type: none"> <li>August 2018-May 2019</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>See Title 1 Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Family-Community Liaison</li> </ul>	<ul style="list-style-type: none"> <li>August 2018-May 2019</li> </ul>

**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
Title 1 training not limited to Family Friendly training, Collaborating Success: High Impact Classroom	Family Community Liaison	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Family-Community Liaison training	Family Community Liaison	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





## 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
<b>1. Academic Support</b>		
	Appropriate instructional materials, including but limited to teacher professional development and student learning shall be purchased.	See Title 1 Budget
<b>2. Behavioral Support</b>		
	PBIS activities to promote a positive school climate and culture	The SIP funds of \$5.00 per student will be utilized to support classroom curriculum materials as needed/requested
<b>3. Materials and Supplies</b>		
	Instructional materials to support curriculum delivery and implementation	The SIP funds of \$5.00 per student will be utilized to support classroom curriculum materials as needed/requested
<b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>		
	See Title 1 Plan	See Title 1 Budget
<b>6. Other (please list below)</b>		
	Appropriate instructional materials, including but limited to teacher professional development and student learning shall be purchased.	The SIP funds of \$5.00 per student will be utilized to support classroom curriculum materials as needed/requested
<b>TOTAL</b> The SIP funds of \$5.00 per student will be utilized to support classroom curriculum materials as needed/requested		