



# **School Improvement Plan SY 2018-19**

## **PLUMB ELEMENTARY SCHOOL**

Michael A. Grego, Ed.D.  
Superintendent  
Pinellas County Schools

## Table of Contents

<b>Continuous Improvement .....</b>	<b>3</b>
<b>Goals.....</b>	<b>9</b>
<b>Conditions for Learning .....</b>	<b>10</b>
A. ELA/Reading Goal .....	13
B. Mathematics Goal.....	16
C. Science Goal.....	18
E. Healthy Schools Goal .....	20
G. STEM Goal .....	21
<b>Subgroups.....</b>	<b>22</b>
A. Bridging the Gap with Equity for All: Black Students.....	22
B. ESE (As appropriate, based on school data) .....	24
C. ELL (As appropriate, based on school data).....	26
D. Gender (As appropriate, based on school data) .....	28
<b>Family and Community Engagement .....</b>	<b>29</b>
<b>SAC Membership.....</b>	<b>30</b>
<b>BUDGET / SIP FUNDS.....</b>	<b>31</b>



## Continuous Improvement

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

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

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

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



# Vision and Direction

School Improvement Plan 2018 - 19

## A. Vision and Direction

### School Profile

Principal:	Sandra L. Kemp	SAC Chair:	Kelly O'Neal
------------	----------------	------------	--------------

School Vision	100% Student Success – Learning Gains for Each Scholar
---------------	--

School Mission	Academic and Personal Growth for Each Scholar
----------------	---

### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
774	17	64	180	50	461	2

School Grade	2018: C	2017: B	2016: C	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	55	59	67	66	65	61						
Learning Gains All	54	53	58	60								
Learning Gains L25%	29	38	37	45								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Sandra	Kemp	FT	4-10 years
Equity Champion	Lori	Duval	FT	4-10 years
ESE	Janice	Garvue	FT	4-10 years
ELL	Christy	Fryer	FT	11-20 years
Climate and Culture	Nicole	Kenngott	FT	1-3 years
Assistant Principal	Holly	DelDuca	FT	4-10 years
Total Instructional Staff:	69		Total Support Staff:	31



## B. Improvement Priorities

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

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

### 1. Priority 1: Standards-based planning

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency on standard assessments (MAP/ FSA) will increase from 55% to 65%

### 2. Priority 2: Student-Centered with Rigor

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students making learning gains, as measured by standard assessments, will increase from 52% in ELA and 53% in Math to 62% in ELA and 63% in Math. This is a 10% increase in each area.

### 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 experiencing difficulty with behavior and / or attendance will decrease from 10% to 5%.



## 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.

	<b>School-based Team</b>	<b>Priority Alignment</b>	<b>Why</b> are you doing it?	<b>How</b> are you executing?	<b>Who</b> facilitates?	<b>Who</b> participates?	<b>When</b> does it occur?	<b>Evidence</b> that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor implementation of grade level standards to increase proficiency as measured by FSA, MAP, and ongoing formative assessments. Review data and monitor implementation of Tier II and Tier III intervention for behavior and attendance concerns	<ul style="list-style-type: none"> <li>• Training on Collaborative lesson planning that is standards based</li> <li>• Review PLC notes and support grade level teams with training</li> <li>• Provide PLC calendar topics with input from grade level teams</li> </ul>	<ul style="list-style-type: none"> <li>• Administration,</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Administration,</li> <li>• School Psychologist,</li> <li>• Social Worker,</li> <li>• Behavior Specialist</li> <li>• Guidance Counselor</li> </ul>	Weekly, on Mondays	<ul style="list-style-type: none"> <li>• Lesson plans aligned to the standards</li> <li>• Differentiated plans</li> <li>• Planned tasks that are rigorous</li> <li>• Planned tasks that allow student autonomy</li> <li>• Notes from CST for attendance</li> <li>• Data from the Behavior Specialist</li> <li>• Notes from Guidance reviewing school wide PBIS</li> </ul>



# Continuous Improvement

School Improvement Plan 2018 – 19

	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
2.	Tier 3 Problem-solving Team	Priority 1	<ul style="list-style-type: none"> <li>Implementation of Intervention strategies to support student learning and increase achievement</li> </ul>	<ul style="list-style-type: none"> <li>Interventions and enrichment included in Lesson Plans</li> <li>OPM is conducted every 2 weeks for Tier II and weekly for Tier III</li> </ul>	School Psychologist	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Parents, as needed</li> </ul>	Weekly on Mondays / Thursdays	<ul style="list-style-type: none"> <li>Minutes from meetings</li> <li>Student Log</li> <li>OPM Graphs</li> </ul>
3.	Equity Team	Priority 3	<ul style="list-style-type: none"> <li>Increase the level of student engagement and autonomy</li> </ul>	<ul style="list-style-type: none"> <li>Training on Restorative Practices and Circles</li> <li>Implementation of daily circles in every classroom</li> <li>Training / Culturally Responsive Instruction</li> <li>Implementation of the 6M's</li> </ul>	<ul style="list-style-type: none"> <li>Equity Champion</li> <li>RIT Team</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Circles will take place daily</li> <li>Culturally responsive instruction should be infused throughout all curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> <li>PLC notes</li> <li>AdvacEd student survey results</li> </ul>
4.	Child Study Team	Priority 3	<ul style="list-style-type: none"> <li>Decrease the number of students with absentee concerns</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attendance</li> <li>Review academic data</li> </ul>	<ul style="list-style-type: none"> <li>Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Twice a month, every other Monday</li> </ul>	<ul style="list-style-type: none"> <li>Minutes from meetings</li> <li>Increase in daily average attendance</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	<ul style="list-style-type: none"> <li>Implement all aspects of the</li> </ul>	<ul style="list-style-type: none"> <li>SIP Goal Teams</li> <li>Training</li> </ul>	Administration Team Leaders	All Teachers Support Staff	On-going Throughout the year	<ul style="list-style-type: none"> <li>Goal Team minutes</li> <li>Attendance Data</li> <li>Behavior Data</li> </ul>



# Continuous Improvement

School Improvement Plan 2018 – 19

	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
			SIP with fidelity	<ul style="list-style-type: none"> <li>Parent Workshops</li> </ul>				<ul style="list-style-type: none"> <li>Increased Achievement Data</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>  <b>Our Literacy Leadership Team is our Reading SIP Goal Team</b>	Priority 1	Increase the reading achievement scores  Increase the number of students making Learning Gains	<ul style="list-style-type: none"> <li>Training for Jan Richardson Guided Reading</li> <li>Vocabulary Project</li> <li>Parent Workshops</li> <li>Literacy Nights</li> <li>Implementation of standards based instruction with rigor</li> <li>OPM data</li> </ul>	<ul style="list-style-type: none"> <li>Reading Goal Manager</li> <li>Reading Goal Team Members</li> </ul>	All Literacy instructors and support staff	On-going Throughout the year  Goal Teams meet monthly to review progress and plan Literacy events	<ul style="list-style-type: none"> <li>Increase in student achievement data</li> <li>Feedback from Parent workshops</li> <li>Lesson Plans</li> <li>Classroom Walkthroughs</li> <li>Student Data Folders</li> <li>Student Led Conference Nights</li> </ul>
7.	PBIS Team <b>This is an SIP Goal Team</b>	Priority 3		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>SIP Goal Manager; Behavior Specialist</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>
8.	Family Engagement Team  <b>This is an SIP Goal Team</b>	Priority 2	Increase the implementation of Culturally Responsive Instruction  Increase overall Parent involvement	<ul style="list-style-type: none"> <li>Training 6M's</li> <li>Training ELL</li> <li>Family Events</li> </ul>	SIP Goal Manager  SIP Goal Team Members	All Staff	On-going throughout the school year	<ul style="list-style-type: none"> <li>Parent Feedback</li> <li>AdvancEd Parent Survey Results</li> <li>Use of strategies in the classrooms as seen in lesson plans and classroom walkthroughs</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 12 referrals. We expect our performance level to be 10 or less referrals by May 2019.
2. The gap in behavior performance may be occurring because we are in the beginning stages of implementation with regard to Restorative Practices and Culturally Responsive Instruction.
3. Continued Professional Development in these areas would provide the support needed for full implementation. The problem would be reduced by at least 2 referrals, as evidenced by Referral Data.
4. We will analyze and review our data for effective implementation of our strategies quarterly to make adjustments as needed.

#### 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 discipline referrals will decrease from 12 to 8 or less, as measured by May, 2019.

#### 6. STRATEGIES:

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

- ☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- ☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.
- ☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"><li>Restorative Practices Team</li></ul>	<ul style="list-style-type: none"><li>Pre-school and on-going throughout the year</li></ul>
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"><li>Nicole Kenngott</li></ul>	<ul style="list-style-type: none"><li>Summer 2018</li></ul>
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"><li>RP Team</li></ul>	<ul style="list-style-type: none"><li>Summer 2018</li></ul>
Conduct restorative practices learning opportunities.	<ul style="list-style-type: none"><li>RP Team</li></ul>	<ul style="list-style-type: none"><li>Pre-school and during monthly staff meetings and/ or PLC Meetings</li></ul>



Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"><li>Administration</li></ul>	<ul style="list-style-type: none"><li>During classroom walkthroughs</li></ul>
Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"><li>Team Leaders</li></ul>	<ul style="list-style-type: none"><li>PLC Meeting Minutes</li></ul>
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"><li>Celebrate areas of growth</li><li>Update strategies for areas of improvement</li></ul>	<ul style="list-style-type: none"><li>RP Team</li></ul>	<ul style="list-style-type: none"><li>Staff feedback</li><li>Ticket out the door at monthly meetings</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
6 Hour Restorative Practices Training	RIT Team, RP Trainer, All Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
6 Hour Circles Training	RP Trainer, RIT Team, All Instructional Staff	<input 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. Conditions for Learning: Attendance

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

1. Our current attendance rate is 95%. We expect our performance level to be 97% by May, 2019.
2. The problem/gap in attendance is occurring because Kindergarten students have the highest rate of absenteeism.
3. If the state compulsory age was aligned with the district, we could more readily enforce mandatory attendance. This is not something we have control of at the school level. However, we can inform parents about the importance of school attendance and its relationship to school success. If our information campaign is successful, and more Kindergarten students attend school on a regular basis, the problem could be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by closely monitoring Kindergarten student attendance and make personal contact with families to overcome any barriers they may be experiencing that prevent students from having regular school attendance.

### 5. SMART GOAL:

The percent of all students missing 10% or more will decrease from 11% to 5%, 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 attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

### 7. ACTION STEPS:

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.	Data Management Technician Social Worker	Pre-school At staff meetings or PLC's as needed
Develop and implement attendance incentive programs and competitions.	Social Worker	SCT Meetings
Share data with families and promote the importance of good attendance	Administration	First day packets, quarterly letters/phone messages
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST Committee	Monthly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST Committee	Monthly
Review Attendance codes and research "pending" to ensure barriers are discovered and eliminated.	Guidance Counselor Social Worker	Bi-Weekly CST Meetings Weekly teacher / parent contact

### 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 /district processes for taking, coding and reporting student attendance. Use of District resources and attendance information from the Teaching and Learning Book.	School social worker will address staff at Pre-school meeting, and provide support throughout the year through SBLT and PLC Meetings.	<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 55%, as evidenced in the number of students achieving level 3 or higher on the ELA portion of the FSA.
2. We expect our performance level to be 65% by May 2019.
3. The problem/gap is occurring because the level of rigorous tasks, aligned to state standards, needs to be increased.
4. If students are presented with rich learning tasks, aligned to the standards, and are provided the opportunity to address the tasks in an autonomous manner, the problem would be reduced and achievement results would increase by at least 10%.

#### 5. SMART GOALS:

The percent of all students achieving ELA Proficiency or higher will increase from 55% to 65%, as measured by the ELA portion of the 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.
- ☒ 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?
PLC groups will research level of difficulty and collaboratively plan rigorous tasks that are aligned to the state standards.	Team Leaders, District Coaches, Administrators	PLC's meet weekly
Review standards, available resources, levels of knowledge, task alignment and formative assessments as related to lesson planning and implementation. Provide specific criteria for lesson planning, and share the new planning template.	Assistant Principal, Teacher Leader who has been involved in the pilot for the lesson plan template and Team Leaders	Grade level meeting during pre-school  On-going support throughout the school year
Each grade level will review available data, collaboratively develop a plan for monitoring student work and sharing data with children. Data folders will be used to enhance student understanding, increase ownership / autonomy and provide a way for students to share their learning with parents. (Data Chats and Student Led Conferencing)	Teachers  Administration will support	Initial Planning during Pre-school meetings  On-going during PLC meetings
Utilize Circles to increase collaboration among students and enhance culturally responsive instruction.	Classroom Teachers	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



## 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
Review the Marzano Framework and Depths of Knowledge for planning and instruction	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Research the District Lesson Plan Template and correlation to the standards, task analysis, and assessments	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
RP Facilitator will provide staff development on Restorative Practices and the use of Circles.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

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

1. Our current level of performance is 29%, as evidenced in the number of students in our L25 achieving level 3 or higher on the ELA portion of the FSA.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because the level of rigorous tasks, aligned to state standards, needs to be increased, and appropriate scaffolding needs to be provided through differentiation within the core.
4. If students are presented with rich learning tasks, aligned to the standards, and are provided the support needed to perform the tasks in an autonomous manner, the problem would be reduced and achievement results would increase by at least 20%.

**5. SMART GOALS:**

The percent of all students in the L 25 group of students, achieving ELA Proficiency or higher, will increase from 29% to 50%, as measured by the ELA portion of the FSA or (other summative measures / primary students).

**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 and provide appropriate scaffolding to help students successfully interact with grade level material.
- ☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources for core and for interventions.
- ☒ 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?
PLC groups will research level of difficulty and collaboratively plan rigorous tasks that are aligned to the state standards. Provide activities that can remediate, scaffold, and accelerate student learning .	Team Leaders, District Coaches, Administrators	PLC's meet weekly
Review standards, available resources, levels of knowledge, task alignment and formative assessments as related to lesson planning and implementation. Provide specific criteria for lesson planning, and share the new planning template.	Assistant Principal, Teacher Leader who has been involved in the pilot for the lesson plan	Grade level meeting during pre-school



## Subgroup Goals

School Improvement Plan 2018-19

	template and Team Leaders	On-going support throughout the school year
Each grade level will review available data, collaboratively develop a plan for monitoring student work and sharing data with children. Data folders will be used to enhance student understanding, increase ownership / autonomy and provide a way for students to share their learning with parents. (Data Chats and Student Led Conferencing)	Teachers Administration will support	Initial Planning during Pre-school meetings  On-going during PLC meetings
Utilize Circles to increase collaboration among students and enhance culturally responsive instruction.	Classroom Teachers	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



## B. Mathematics Goal

### DATA SOURCES TO REVIEW:

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

1. Our current level of performance is 67%reaching proficiency or higher, as evidenced in the FSA Math Scores.
2. We expect our performance level to be 77% by May 2019.
3. The problem/gap is occurring because the level of rigor in the tasks presented to students is not aligned to the assessments / standards.
4. If Tasks are closely aligned to the standards and students are given the opportunity collaborate and problem solve, the barrier would be reduced, and achievement would increase by 10%.

#### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 67% to 77%, as measured by FSA.

The percent of all students achieving Math proficiency or higher will increase from 67% to 77%, as measured by the Math portion of the 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.
- ☒ 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?
PLC groups will research level of difficulty and collaboratively plan rigorous tasks that are aligned to the state standards.	Team Leaders, District Coaches, Administrators	PLC meetings / weekly
Review standards, available resources, levels of knowledge, task alignment and formative assessments as related to lesson planning and implementation. Provide specific criteria for lesson planning, and share the new planning template.	Assistant Principal, Teacher Leader who has been involved in the pilot for the lesson plan template and Team Leaders	Grade level meeting during pre-school  On-going support throughout the school year
Each grade level will review available data, collaboratively develop a plan for monitoring student work and sharing data with children. Data folders will be used to enhance student understanding, increase ownership / autonomy and provide a way for students to share their learning with parents. (Data Chats and Student Led Conferencing)	Teachers  Administration will support	Initial Planning during Pre-school meetings  On-going during PLC meetings

#### 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
-----------------------------------	---	--------------------





## Subgroup Goals

School Improvement Plan 2018-19

Review the work we have been doing with number talks, and be sure that full implementation is happening with fidelity.	Assistant Principal and all teachers (support from District Coaches as needed)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Planning for differentiation Planning and Implementing “rich mathematical tasks”	Math Teacher Leaders and all classroom 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 57% proficient or higher, as evidenced in State Science Assessments.
2. We expect our performance level to be 67% by May 2019.
3. The problem/gap is: A deeper understanding of Science Content Vocabulary is needed.
4. If Science Vocabulary instruction is infused in all content areas, including the Arts, the problem would be reduced by at least 10%.

#### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 65% to 75%, as measured by FSA.

The percent of 5th grade students achieving proficiency or higher will increase from 65% to 75%, as measured by the State Science Assessment for 5<sup>th</sup> graders.

#### 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 and vocabulary 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.
- ☒ Continue to identify strands that have been problematic, and review those concepts across 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade.

#### 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?
Review standards, available resources, levels of knowledge, task alignment and formative assessments as related to lesson planning and implementation. Provide specific criteria for lesson planning, and share the new planning template.	Classroom Teachers Science Coach if available	On-going throughout the year
Review data with teachers and students. Identify areas of need, and plan differentiation based upon student need.	Classroom Teachers and Administration	Quarterly
Continue to use of the science lab with fidelity. Go back and review key points that students found difficult after each test.	5 <sup>th</sup> grade Teachers	As scheduled
Science vocabulary will be reinforced in all curriculum areas.	All Teachers	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
Review all Science Resources available, plan collaboratively to ensure that all activities are aligned to the standards and that decisions are data driven.	5 <sup>th</sup> grade Math and Science Teachers, Assistant Principal, District Science Department	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Subgroup Goals

School Improvement Plan 2018-19

Incorporate Science content into the Reading/Language Arts Block and intervention times. How to plan using “What’s the Evidence”. Collaborate with ELA teachers	All 5 <sup>th</sup> grade teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Research Strategies used by other “similar schools” whose results surpassed ours. Share findings with the 5 <sup>th</sup> grade team, and develop an improvement plan.	Administration	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 “Baseline Data” for the 2018-2019 school year, as evidenced by Pre and Post Testing on the “Fitness Gram” criteria.
2. We expect our performance level to increase for each student, by 10%, from pre-testing to post-testing.
3. The problem/gap is occurring because many students lack the stamina to engage in structured / strenuous physical activity.
4. If the components of the Fitness Gram criteria are a part of the warm up activities for each PE class, the problem would be reduced by helping children build up their stamina for structured / strenuous physical activity. Students would be able to increase their Post Test score by at least 10%.

#### 5. SMART GOALS:

Students will increase their fitness level by at least 10% as measured by Pre and Post Testing on the Fitness Gram criteria.

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

- ☒ Provide students with the opportunity to practice physical skills to build stamina
- ☒ Incorporate daily physical activity into the elementary curriculum through PE classes and recess activities
- ☒ Provide information and training to students and staff about the importance of leading a healthy lifestyle

#### 6. 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?
Implementation of “Breathe for Change” for staff and students	Equity Champion	Infused into staff meetings for staff and incorporated into classroom recess.
Implementation of recess every day	Classroom Teachers	Daily
Provide opportunities for staff to participate in Health Care workshops	All Staff	On-Going throughout the year
Implementation of specific warm up activities at the beginning of each PE class.	PE staff	Beginning of each PE class
Achieve at least the “Bronze” Level for Healthier Generation	PE, and Wellness SIP	Throughout the School Year

#### 7. 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

#### 8. 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
“Breathe for Change” Training	Equity Champion and all staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Components of Healthy living	Staff and students	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## G. STEM Goal

### DATA SOURCES TO REVIEW:

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

1. Our current level of performance is 66%, as evidenced in the number of students participating in Stem like Science Lab Activities and / or STEM Club .
2. We expect our performance level to be 80% by May 2018.
3. The problem/gap is occurring because Structured Labs have been available for grades 2-5, and Stem Club was available to a select group of students in grades 2 and 3 .
4. If we expand formal science lab activities, with a dedicated space, to all students in grades 1-5; and expand our after school STEM Clubs to include students in grades 2-5, we would greatly increase the number of students participating in STEM activities.

### 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 percent of all students participating in some form of structured STEM activity will increase from 66% to 80%, as measured by May 2019.

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

- ☒ Provide a dedicated “lab” space for first and second graders to learn like “Scientists”
- ☒ Recruit teachers to Teachers to sponsor and teach after school STEM Clubs for grades 2-5

### 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?
Provide a fully equipped Science Lab in the main classroom building for grades 3-5.	Administration and Lab Managers	Pre-school and on-going
Provide a dedicated Science Lab space for grades 1 and 2.	Administration and Team Leaders from grades 1 & 2	Pre-School and 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
Science training for teachers regarding Science Curriculum, new adoption and Science Labs	District personnel and all teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Use and care of the Science Labs and equipment	Lab Managers and Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District Training for STEM Club Teachers	STEM Club Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 32% in ELA and 33% in Math, as evidenced in FSA Testing.
2. We expect our performance level to be 42% in ELA and 43% in Math by May, 2019.
3. The problem/gap is occurring because there is a need to deepen our understanding and implementation of Culturally Relevant Instruction in every classroom.
4. If Culturally Responsive Instruction was implemented with fidelity, there would be a 10% increase in academic achievement in all curriculum areas.

##### 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 achieving at proficiency or higher will increase from 32% to 42% in ELA and 33% to 43% in Math, by May 2019 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 culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"><li>• Increase in student achievement for all black students</li><li>• Open communication with families in an effort to remove any barriers that may prevent students from participating in extended learning programs</li></ul>
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input checked="" type="checkbox"/> Provide mentors to students experiencing difficulty with academics or behavior <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"><li>• Increase in the number of black students participating in our gifted program</li><li>• Recruitment of mentors to provide support and encouragement with academics and/or behavior</li></ul>
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 type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"><li>• Reduced number of black students receiving discipline referrals</li><li>• Strengthening of relationships within the school setting as evidenced by student and parent surveys</li></ul>
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 checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"><li>• Implementation of Tier I, II and III interventions to support student learning and increase academic success</li><li>• Implementation of Tier I, II, and III interventions, and PBIP or FBA as needed. Continued parent contact and</li></ul>



## Subgroup Goals

School Improvement Plan 2018-19

		support in an effort to ensure improved success: change in behavior, etc.
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 <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Actively seek out qualified black applicants to fill any vacancy in an effort to increase the number of black employees at our school.</li> </ul>

**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?
Provide training in Restorative Practices, Culturally Responsive Instruction, and the 6M's	RIT Team, RP Teacher Leader	During Pre-School and on-going throughout the school year
Monitor Lesson Planning and Implementation in the classrooms	Administration	On-going
Conduct data chats with teachers, students and parents	Administration, Teachers, Students	On-going

**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
Staff training on Restorative Practices, SEL, and Circles. Review information regarding the 6M's and Culturally Responsive Instruction	RIT Team, RP Trainer, and all instructional staff.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Planning / alignment to the standards and to the Marzano Focus Model. Implementation of a standard planning template	Teacher Leaders, Administration and all Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 16% for ELA and 28% for Math, as evidenced by FSA Testing.
2. We expect our performance level to be at least 26% for ELA and 38% for Math by May, 2019.
3. The gap is occurring because there is a lack of supported exposure to grade level material.
4. If Planning is more intentional and focused on grade level standards, with support throughout the day, the problem would be reduced by at least 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 proficient in ELA and Math will increase from 16% in ELA and 28% in Math to at least 26% in ELA and 38% in Math, as measured by FSA Testing.

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 ESE teachers are planning with the appropriate grade level general education teachers to ensure alignment to the Florida Standards, and provide differentiation based upon IEP goals.

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?
ESE and Gen ED teachers collaborate to plan appropriate lessons	ESE Teachers and Gen. Ed Teachers	PLC Meetings weekly
Restorative Practices, Culturally Responsive Instruction and the 6M's infused throughout the curriculum	RIT Team and all teachers	On-going

#### 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
Staff training on Restorative Practices, SEL, and Circles. Review information regarding the 6M's and Culturally Responsive Instruction	RIT Team, RP Trainer, and all instructional staff.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





## Subgroup Goals

School Improvement Plan 2018-19

Lesson Planning / alignment to the standards and to the Marzano Focus Model. Implementation of a standard planning template	Teacher Leaders, Administration and all Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative structures among ESE and General Education Teachers	District ESE Support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> 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 17% proficient for ELA and 50% for Math, as evidenced in FSA Testing.
2. We expect our performance level to be 27% or higher for ELA and 60% for Math by May, 2019.
3. The problem/gap is occurring because there is a need to deepen our understanding and implementation of Culturally Relevant Instruction in every classroom
4. If Culturally Responsive Instruction was implemented with fidelity, academic achievement for our EL students will increase by at least 10%. Utilization of the EL strategies within core instruction will drive this improvement effort.

#### 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 at proficiency or higher in ELA and Math will increase by at least 10%, as measured by FSA Testing.

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, and infuse culturally responsive instruction in all areas.

#### 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?
Provide training in Restorative Practices, Culturally Responsive Instruction, and the 6M's	RIT Team, RP Teacher Leader, ELL Teacher	Pre-School and on-going throughout the year.
Monitor Lesson Planning and Implementation in the classrooms	Administration	On-going
Conduct data chats with teachers, students and parents	Administration, Teachers, and Students	On-going
EL teacher provides EL strategies that all teachers can incorporate in their core instruction.	EL Teacher	On-going

#### 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



## 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
Staff training on Restorative Practices, SEL, and Circles. Review information regarding the 6M's and Culturally Responsive Instruction	RIT Team, RP Trainer, and all instructional staff.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Planning / alignment to the standards and to the Marzano Focus Model. Implementation of a standard planning template	Teacher Leaders, Administration and all Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

### DATA SOURCES TO REVIEW:

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

1. Our current level of performance: Girls are currently performing at 50% proficient in ELA, and Boys scored proficient at 48%, as evidenced in FSA scores. In Math girls are performing at 63% proficient, and boys at 63%.
2. We expect our performance level to be 60% or higher for girls and at least 58% for boys in ELA by May 2019. We would expect both girls and boys to increase their proficiency rate to 73% or higher by May 2019.
3. The problem/gap is occurring because There does not appear to be a gender gap among our students, but we will continue to monitor this data point.
4. If we monitor all data closely and provide the interventions need for each individual student, then we would expect proficiency levels to increase by at least 10% for each group.

#### 5. SMART GOALS:

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

Since there is no apparent gender gap, we will continue to monitor the subgroups and provide strategies as indicated in our ELA and Math goals. If we begin to notice a gap, we will alter our plan.

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

- ☒ Monitor  
☐ 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?
No apparent gaps		

#### 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
		<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
		<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>Student led conferences</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> and 2<sup>nd</sup> semester</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Literacy night</li> <li>Books and Biscuits</li> <li>Math Nights</li> <li>Science Night</li> </ul>	<ul style="list-style-type: none"> <li>SIP team leaders/teams</li> <li>Administration</li> <li>ESE teachers</li> <li>VE Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the school year</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>ASD Card Family Night</li> <li>Student led conferences</li> </ul>	<ul style="list-style-type: none"> <li>ASD Team</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> and 2<sup>nd</sup> semester</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Plan and implement parent engagement events</li> <li>Work collaboratively with PTA and SAC to increase achievement</li> </ul>	<ul style="list-style-type: none"> <li>SIP Teams and Grade Level Teams</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the school year</li> </ul>
5. Revise our Parent Survey to include the following: 1. Did you learn a new tip or strategy to help your child at home? 2. Did you have an opportunity to practice a new skill or strategy to assist your child? 3. Share something about your child's learning that might help teachers.	<ul style="list-style-type: none"> <li>SIP Team will look at current survey</li> <li>Get Teacher and Parent feedback</li> <li>Make revisions based upon input</li> </ul>	<ul style="list-style-type: none"> <li>SIP Goal Manager</li> <li>SIP Goal Team, teachers and Parents</li> </ul>	<ul style="list-style-type: none"> <li>Begin feedback cycle at first evening event</li> </ul>

### 6. MONITORING:

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

### 7. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PD presentation from multicultural committee	Teachers and assistants 60	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Sandy	Kemp	White	Principal
Kelly	O'Neal	White	Parent
Helen	Crawford	Black	Parent
Charles	Shelton	White	Parent
Jenny	McBride	Hispanic	Support Employee
Liza	Cole	Multi	Teacher
Morgan	Perry	Black	Business/Community
Ron	Bulen	White	Parent
		Select	Choose an item.

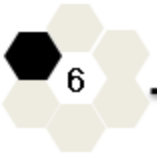
## SAC COMPLIANCE

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

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

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

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



## BUDGET / SIP FUNDS

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

*Budgeted amounts are approximations.*

Budget Categories		Amount
1.	<b>Academic Support</b>	\$ [Insert amount for category]
	Reading Intervention Materials for intermediate grades	3,000.00
	[Describe each support on a separate row]	[Insert Amount]
2.	<b>Behavioral Support</b>	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	<b>Materials and Supplies</b>	\$ [Insert amount for category]
	Science Boards for Science Fair Activities	800.00
	[Insert materials on a separate row]	[Insert Amount]
4.	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	<b>Other (please list below)</b>	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ 3,800.00</b>		