



School Improvement Plan SY 2018-19

SAFETY HARBOR ELEMENTARY SCHOOL

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

Table of Contents

Continuous Improvement	3
Goals.....	9
Conditions for Learning	10
A. ELA/Reading Goal	14
B. Mathematics Goal.....	15
C. Science Goal.....	16
E. Healthy Schools Goal	17
G. STEM Goal	19
Subgroups.....	20
A. Bridging the Gap with Equity for All: Black Students.....	20
B. ESE (As appropriate, based on school data)	22
C. ELL (As appropriate, based on school data).....	23
Family and Community Engagement	24
SAC Membership.....	25
BUDGET / SIP FUNDS.....	26



Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Cecilia Palmer	SAC Chair:	Jill Beiter
-------------------	----------------	-------------------	-------------

School Vision	Success Happens for Each Student.

School Mission	We believe in maintaining high academic expectations and using a restorative practice approach to build community and foster relationships. This will enable each student to reach his or her highest level of social, physical and academic potential to become college, career and life ready.
-----------------------	--

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
695	10	62	108	35	480	0

School Grade	2018: A	2017: A	2016: B	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	61	63	73	71	72	67						
Learning Gains All	55	60	79	72								
Learning Gains L25%	47	51	53	57								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Cecilia	Palmer	FT	4-10 years
Equity Champion	Cecilia	Palmer	FT	4-10 years
ESE	Brittany	Belejchak	FT	1-3 years
ELL	Kathryn	Williams	FT	Less than 1 year
Climate and Culture	Ryan	Szabo	FT	4-10 years
Assistant Principal	Amy	Stewart	FT	4-10 years
Social Worker	Emily	Durden	PT	4-10 years
School Psychologist	Vanessa	Ivery	PT	1-3 years
Behavior Specialist	Ryan	Szabo	FT	4-10 years
Guidance Counselor	Emily	Yowler	FT	1-3 years
ESE	Angela	Lyons	FT	20+ years



Total Instructional Staff:	54	Total Support Staff:	32	

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 instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in ELA will increase from 61% to 71%

2. Priority 2: Culturally Relevant Teaching

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all L25 in grades 4-5 achieving learning gains will increase from 50% to 60%.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students in grades 3-5 achieving proficiency in all subject areas will increase from 68% to 78%.



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>
	<i>EXAMPLE: SBLT</i>	All Priorities	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> • Training on Lesson Planning Resources, • Preconference, • Weekly instructional reports, • Prep PLC agendas 	<i>Principal</i>	<i>Assistant Principal(s)</i>	<i>Weekly on Tuesdays</i>	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
1.	SBLT (using MTSS Framework)	All Priorities	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> • MTSS training (site-based) • PLC agendas and minutes • Whole group PLC PD • Alternating grade level attendance 	Principal	Principal A.P. Behavior Sp. Social Worker Psychologist Guidance Grade Level Teams	Weekly	<ul style="list-style-type: none"> • Progress Monitoring (academic and behavior) • Lesson plan alignment to standards and rigor



	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	All Priorities	To monitor Tier 3 implementation and the problem solving process	<ul style="list-style-type: none"> • MTSS follow-up meetings 	MTSS Coordinator	MTSS Coordinator, Psychologist, Classroom Teacher	As needed	<ul style="list-style-type: none"> • Scheduled meetings
3.	Equity Team	Priority 2	Monitoring the implementation of culturally relevant teaching strategies to increase student FSA proficiency	<ul style="list-style-type: none"> • Continued implementation and PD of restorative practices • Introduction to AVID strategies 	IIRP Certified Trainer (site-based)	Principal A.P. Behavior Sp. Guidance	On-going	<ul style="list-style-type: none"> • Pre-school training and PD • Staff meetings/Whole group PLCs • Lesson plans aligned with CRT strategies and restorative circles • Monitoring of behavior data
4.	Child Study Team	All Priorities	To monitor student attendance	<ul style="list-style-type: none"> • Review of student attendance on a bi-weekly basis • Supports in place for students in need 	Social Worker	SBLT, Area 1 Attendance Specialist	Bi-weekly	<ul style="list-style-type: none"> • CST Minutes • Calendar
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Choose an item.		<ul style="list-style-type: none"> • 				<ul style="list-style-type: none"> •
6.	Literacy Leadership Team (Same as SBLT) <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	SBLT	<ul style="list-style-type: none"> • 				<ul style="list-style-type: none"> •



	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
7.	Math SIP Team	All Priorities	Implement best practices and provide content area support to students and families	<ul style="list-style-type: none"> • Site-based PD delivered to staff • Scheduled family nights aligned to content • Math Teacher Leadership Institute 	SIP Team	SIP Team, PTA, Students, Families, Faculty	As needed	<ul style="list-style-type: none"> • Scheduled events • Scheduled meetings • Scheduled presentations
8.	Reading SIP Team	All Priorities	Implement best practices and provide content area support to students and families	<ul style="list-style-type: none"> • Site-based PD delivered to staff • Scheduled family nights aligned to content 	SIP Team	SIP Team, PTA, Students, Families, Faculty	As needed	<ul style="list-style-type: none"> • Scheduled events • Scheduled meetings • Scheduled presentations
9.	Science SIP Team	All Priorities	Implement best practices and provide content area support to students and families	<ul style="list-style-type: none"> • Site-based PD delivered to staff • Scheduled family nights aligned to content 	SIP Team	SIP Team, PTA, Students, Families, Faculty	As needed	<ul style="list-style-type: none"> • Scheduled events • Scheduled meetings • Scheduled presentations

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 2.1%. We expect our performance level to be 1.5% by May, 2019.
2. The problem/gap in behavior performance is occurring because of possible gaps in behavior management strategies/interventions for ESE students. 26 out of 36 referrals issued were for ESE students. 2 students, who represented 9 of these office referrals, were not identified as ESE until the conclusion of the 2017-18 school year. Therefore, the accurate representation is 17 out of 36 referrals issued were for ESE students
3. If on-going implementation of Restorative Practices, SEL and Culturally Relevant Teaching practices occur, school-wide behaviors will continue to trend downward as evidenced by the number of minor and major referrals written.
4. We will analyze and review our data for effective implementation of our strategies by weekly SBLT meetings, monthly staff meetings and weekly grade level team meetings.
5. **SMART GOAL:** The percent of all students at risk for receiving referrals will decrease from 2.1% to 1.5% as evidenced by end of the year ODR data from the School Profile Dashboard.

The referral risk of black students receiving referrals during the 2017-18 was 6.5%. 4 out of 62 black students received an office referral during the 2017-18 school year. 1 black student received 10 out of 13 office referrals that were written for black students during the 2017-18 school year.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• Palmer, Stewart, Szabo, Yowler	• 7/9/18 - 7/10/18
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Szabo	• 7/16/18 - 7/18/18
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• Palmer, Stewart, Szabo, Yowler	• Pre-School
<i>Conduct learning opportunities.</i>	• Palmer, Stewart, Szabo, Yowler	• Pre-School, Whole Group PLC, Staff Meetings



<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Palmer, Stewart, Szabo, Yowler 	<ul style="list-style-type: none"> Whole Group PLC, Staff Meetings, Walkthroughs
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> Palmer, Stewart, Durden, Ivery, Szabo, Yowler 	<ul style="list-style-type: none"> Weekly SBLT
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Palmer, Stewart, Durden, Ivery, Szabo, Yowler 	<ul style="list-style-type: none"> SBLT, Staff Meetings, Whole Group PLC

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
Day 1 – Introduction to Restorative Practices (6 Hours) – Pre-School	All Staff (Administration, Instructional, Support)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Day 2 – Using Circles Effectively (6 Hours) – First Semester	All Staff (Administration, Instructional, Support)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Relevant Teaching, AVID strategies (on-going)	All Staff (Administration, Instructional, Support)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 95.6. We expect our performance level to be 97.6% by May, 2019.
2. The problem/gap in attendance is occurring because of outside barriers (i.e., student therapy appointments outside the school setting, family vacations).
3. If continual education for families regarding the importance of attending school and providing incentives for improved attendance) would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance levels during SBLT and follow-up with applicable staff as to students' attendance status and parent communication methods as necessary.

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 10% or more of school will decrease from 11% to 8%, as measured by CST monthly reports.

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

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

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

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

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
-----------------------------------	---	--------------------



Review attendance data during pre-school, review expectations with families at Open House, address chronic absences as they arise amongst SBLT, with staff, communicate with applicable parents.	All Staff (Administration, Instructional, Support)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Site-based PD delivered by the Social Worker based on strategies to increase attendance rates and communication formats with families	All Staff (Administration, Instructional, Support)	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 61%, as evidenced in FSA ELA Proficiency in Grades 3-5.
2. We expect our performance level to be 71% by May, 2019.
3. The problem/gap is occurring because of an identified need of staff to increase engagement of students in complex tasks and utilize higher order questioning to help students elaborate on content.
4. If implementation of the above engagement strategies would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 61% to 71%, as measured by FSA ELA.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Schedule Professional Development	Administration	On-going
Marzano Focused Model – enhanced focus on rigor and higher order questioning	Administration	On-going
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. Design lessons on a trajectory.	Administration, Staff	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
Teacher’s College - RUS	Instructional	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Meeting Student’s ELA Needs through Scaffolding	Instructional	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 73%, as evidenced in FSA Math Proficiency.
2. We expect our performance level to be 83% by May, 2019.
3. The problem/gap is occurring because of an identified need of staff to increase engagement of students in complex tasks and utilize higher order questioning to help students elaborate on content.
4. If implementation of the above engagement strategies would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students achieving Math proficiency will increase from 73% to 83%, as measured by FSA Math.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Schedule Professional Development	Administration	On-going
Marzano Focused Model – enhanced focus on rigor and higher order questioning	Administration	On-going
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. Design lessons on a trajectory.	Administration, Staff	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
Math Teacher Leadership Institute PD	Instructional	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 72%, as evidenced in SSA Science Proficiency.
2. We expect our performance level to be 82% by May, 2019.
3. The problem/gap is occurring because of an identified need of staff to increase engagement of students in complex tasks and utilize higher order questioning to help students elaborate on content.
4. If implementation of the above engagement strategies would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students achieving Science proficiency will increase from 72% to 82%, as measured by SSA Science.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Schedule Professional Development	Administration	On-going
Marzano Focused Model – enhanced focus on rigor and higher order questioning	Administration	On-going
Increase student participation in enrichment clubs (i.e., Robotics, Coding, STEM)	Administration, Instructional	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
Site-based presentation by 5 th grade team of the “What’s the Evidence” format to support teachers in previous grade levels for strategies and potential implementation.	Instructional	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Site-based presentation by 5 th grade team of the “BOAST” format to support teachers in previous grade levels for strategies and potential implementation.	Instructional	<input checked="" type="checkbox"/> Priority 1 <input 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



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Silver, as evidenced in Alliance for a Healthier Generation.
2. We expect our performance level to be Silver by April, 2019.
3. The problem/gap is occurring because No barrier anticipated at this time.
4. If No barrier anticipated at this time would occur, the problem would be reduced by No barrier anticipated at this time.
5. Silver will be maintained for the 2018-19 school year. Anticipated barriers toward reaching Gold in the 2019-2020 school year could potentially be stakeholder buy-in to expectations and guidelines.

6. SMART GOALS:

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

The Choose an item of Choose an item students Click or tap here to enter text will Choose an item from Click or tap here to enter text to Click or tap here to enter text, as measured by Click or tap here to enter text.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy
- Choose Strategy

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?
Maintain a Healthy School Team made up of a minimum of 4 individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student.	Principal	August, 2018
Attend district-supported professional development	Healthy School Team	August, 2018 – April, 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August, 2018 – September, 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September, 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October, 2018 – April, 2019
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School Team	Complete by April 1, 2019

9. 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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team	<input type="checkbox"/> Priority 1



		<input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team A: Assessment Component	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team	<input 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 20%, as evidenced in enrollment.
2. We expect our performance level to be 30% by May, 2019.
3. The problem/gap is occurring because of students attending other after-school programs.
4. If STEM staff provides walking transportation to other after-school programs would occur, the problem would be reduced by 10%.

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 STEM Academy activities will increase from 20% to 30%, as measured by enrollment.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- 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?
STEM staff providing walking transportation for students attending other after-school programs	STEM staff	On-going
Target ESOL students for participation	Administration, STEM staff	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
District STEM Training	STEM Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 35% in ELA, 50% in Math, and 29% in Science as evidenced in FSA ELA and Math/SSA Science.
2. We expect our performance level to be 60% in each content area by May, 2019.
3. The problem/gap is occurring because of continual progression toward culturally relevant teaching.
4. If culturally relevant teaching would occur, the problem would be reduced by 25% in ELA, 10% in Math and 31% in Science.

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 proficiency will increase from 35% in ELA, 50% in Math, and 29% in Science to 60% in each content area, as measured by FSA ELA and Math/SSA Science.

- 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 type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> 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"/> Support teachers by providing professional development on building relationships and sharing student data with black families.	<ul style="list-style-type: none"> • Guide staff toward culturally relevant instructional practices that align with students demonstrating a higher degree of proficiency as measured by FSA ELA/Math and SSA Science.
Advanced Coursework	<input 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 type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <input type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families.	<ul style="list-style-type: none"> • Increased identification of Gifted students within sub-groups • Data chats identifying of students within sub-groups. • Restorative Practice strategies as aligned with students within sub-groups.
Student Discipline	<input type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input 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"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> • Provide on-going training aligned to Restorative Practice and SEL. • Continue implementation of Restorative Practice strategies (i.e., 6M's)
ESE Identification	<input type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	<ul style="list-style-type: none"> • Increase academic performance for students receiving interventions.



	<input 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"> Continual implementation of strategies aligned to Restorative Practice and SEL.
Minority Hiring	<input type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase percentage of black instructional staff members.

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?
Schedule Professional Development	Administration, RIT	On-going
Monitor Lesson Plans for CRT strategies	Administration	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
Restorative Practice/SEL	Administration, Instructional, Support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID, CRT Strategies	Administration, Instructional, Support	<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 23% in ELA, 40% in Math, and 30% in Science as evidenced in FSA ELA/Math and SSA Science.
2. We expect our performance level to be 60% in all content areas by May, 2019.
3. The problem/gap is occurring because ESE students need exposure to more complex tasks that align to the grade level standards.
4. If ESE students having more exposure to complex tasks aligning to the grade level standards would occur, the problem would be reduced by 37% in ELA, 20% in Math, and 30% in Science.

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 achieving proficiency will increase from 23% in ELA, 40% in Math, and 30% in Science to 60% in all content area, as measured by FSA ELA/Math and SSA Science.

- 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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Professional Development	Administration	On-going
Marzano Focused Model – enhanced focus on rigor and higher order questioning	Administration	On-going
Master Schedule	Administration, ESE Staff	On-going

2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
RUS	Inclusive of ESE Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math Leadership	Inclusive of ESE Staff	<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 6% in ELA, 24% in Math, and 25% in Science as evidenced in FSA ELA/Math and SSA Science.
2. We expect our performance level to be 60% in all content areas by May, 2019.
3. The problem/gap is occurring because of a lack of engagement in communication and ability to read complex text.
4. If ELL students increase their level of communication and ability to decode complex text would occur, the problem would be reduced by 36% in ELA, 36% in Math and 35% in Science.

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 will increase from 6% in ELA, 24% in Math, and 25% in Science to 60% in all content areas, as measured by FSA ELA/Math and SSA Science.

- 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.)*

Strengthen school processes for engaging ELL students and families through meaningful communication.

- 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?
Professional Development	Administration	On-going
Marzano Focused Model – enhanced focus on rigor and higher order questioning	Administration	On-going
Master Schedule	Administration, ESOL Staff	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
RUS	Inclusive of ESOL Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math Leadership	Inclusive of ESOL Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Can Do Descriptors	Instructional, ESOL Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Provide a variety of formats in regard to communication – agenda books, portal, newsletter, Principal call-outs, parent/teacher conferences, Meet and Greet, Open House 	<ul style="list-style-type: none"> Administration, Staff 	<ul style="list-style-type: none"> On-going
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> On-line resources Family Content Area Nights (Reading, Math, Science) 	<ul style="list-style-type: none"> Administration, Staff 	<ul style="list-style-type: none"> On-going
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> PTA Nights Parent/Teacher Conferences Curriculum Events 	<ul style="list-style-type: none"> Administration, Staff, PTA 	<ul style="list-style-type: none"> On-going
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Utilize Family and Community Liaison to engage community stakeholders in site-based initiatives 	<ul style="list-style-type: none"> Administration, Staff 	<ul style="list-style-type: none"> On-going

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
Volunteer Orientation	Site-based Volunteers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
District Meeting – Community Engagement	Family and Community Liaison, PTA Representative	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

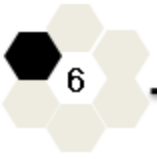
SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	Classroom Libraries	\$1500.00
	TDEs	\$2000.00
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (please list below)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

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