



School Improvement Plan SY 2018-19

SAN JOSE ELEMENTARY SCHOOL

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

Table of Contents

Continuous Improvement	3
Goals.....	10
Conditions for Learning	11
A. ELA/Reading Goal	14
B. Mathematics Goal.....	16
C. Science Goal.....	18
E. Healthy Schools Goal	20
G. STEM Goal	22
Subgroups.....	23
A. Bridging the Gap with Equity for All: Black Students.....	23
B. ESE (As appropriate, based on school data)	25
C. ELL (As appropriate, based on school data).....	26
E. Gifted (As appropriate, based on school data)	28
Family and Community Engagement	29
SAC Membership.....	30
BUDGET / SIP FUNDS.....	31



Continuous Improvement

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

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

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

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



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Lisa Brown	SAC Chair:	Rita Sinn
-------------------	------------	-------------------	-----------

School Vision	The vision of San Jose Elementary School is 100% student engagement and success 100% of the time.
----------------------	---

School Mission	The mission of San Jose Elementary School is to create a safe learning environment which promotes academic excellence for college, career and life readiness through the partnership of students, families, staff and community.
-----------------------	--

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
352	8	42	52	21	229	0

School Grade	2018: C	2017: C	2016: C	Title I	YES
---------------------	-------------------	-------------------	-------------------	----------------	-----

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	52	62	55	61	43	75						
Learning Gains All	49	46	46	49								
Learning Gains L25%	39	29	50	37								

School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Brown	FT	4-10 years
Assistant Principal	Angela	Heuman	FT	4-10 years
Kindergarten	Brandi	Brayboy	FT	4-10 years
Grade 1	Joanne	Nylund	FT	20+ years
Grade 2	Joanne	Digirolamo	FT	20+ years
Grade 3	Amy	Barnett	FT	4-10 years
Grade 4	Karen	Laughlin	FT	4-10 years
Grade 5	Amanda	Clayton	FT	4-10 years
Specialists	Brenda	Urban	FT	11-20 years
Equity Champion	Deborah	Howells	FT	1-3 years
ESE	Jennifer	Lumm	FT	11-20 years
Restorative Practice	Adam	Brown	FT	1-3 years
Total Instructional Staff:	34		Total Support Staff:	22



B. Improvement Priorities

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

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

1. Priority 1: Student-Centered with Rigor

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency across subject areas will increase from 55% to 65% as measured by the Florida State Assessment.

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 students achieving proficiency across subject areas will increase from 55% to 65% as measured by the Florida State Assessment.

3. Priority 3: Standards-based instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency across subject areas will increase from 55% to 65% as measured by the Florida State Assessment

4. Priority 4: Learning Gains

Priority 4 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , Culturally Relevant Teaching and Student Centered with Rigor then the percent of all students making learning gains in English Language Arts will increase from 49% to 57% and the percent of the Lowest 25% in English Language Arts making learning gains will increase from 39% to 55% as measured by the Florida State Assessment of English Language Arts and from learning gains will increase from 46% to 55% in mathematics and the percent of the lowest 25% in mathematics making learning gains will increase from 50% to 55% as measured by the Florida State Assessment of Mathematics.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT <i>(using MTSS Framework)</i>	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Analyzing Tier 1 data (FSA, MAP) Monitoring Tier 2 data monthly (OPM) Identifying Tier 3 students Fidelity checks for interventions, adjusting as needed 	School Counselor	Principal, Assistant Principal, Psychologist, Social Worker, Diagnostician	Weekly on Thursdays	<ul style="list-style-type: none"> Weekly SBLT notes PLC notes with data analysis Tier 2 OPM graphs Tier 3 PSWs
2.	Tier 3 Problem-solving Team	All Priorities	Effectively implement high-leverage strategies to increase proficiency for Tier 3 students.	<ul style="list-style-type: none"> Ongoing process monitoring of Tiers 3 students Analyze OPM data Adjust interventions 	MTSS coordinator/School Counselor	Administrators, Intervention Specialist, Instructional Staff, ESE Teachers	6-9 weeks during grade level Professional Learning Communities	<ul style="list-style-type: none"> OPM Data Charts PLC Notes Intervention group lesson plans



	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
3.	Equity Team	All Priorities	Provide culturally relevant instructional strategies increasing equity for all students to receive high quality instruction resulting in increased proficiency as measured by the Florida State Assessment.	<ul style="list-style-type: none"> • AVID training participation. • Culturally Relevant Teaching training participation. • Restorative Practice Training. • Collaborative lesson planning and instructional implementation 	Equity Champion	Principal, Assistant Principal, IIRP Teacher, Equity Champions, School Counselor	2 nd and 4 th Tuesdays of the month during PLCs	<ul style="list-style-type: none"> • PLC notes • MAP proficiency • iObservation data & feedback • Lesson plans
4.	Child Study Team	All Priorities	Monitor barriers to students' attendance and tardies	<ul style="list-style-type: none"> • PSW implemented for targeted students • Incentive plans for improved attendance and decreased tardies 	Assistant Principal	DMT, Social Worker, School Counselor	1 st and 3 rd Monday monthly	<ul style="list-style-type: none"> • CST notes • Attendance data reports • Parent letters, phone call documentation • Problem Solving Worksheets
5.	Math and Science Instructional Leaders	All Priorities	Monitor instructional implementation of grade-level math and science standards to increase student FSA proficiency in math and science	<ul style="list-style-type: none"> • Professional Development provided by Math and Science Coaches • AVID training • Collaborative planning 	Principal	Assistant Principal, Team Leaders	Monthly Team Leader meetings and 2 nd and 4 th Tuesdays of the month during PLCs	<ul style="list-style-type: none"> • Team Leader Minutes • PLC notes • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with



	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
								complex text and its academic language
6.	Literacy Leadership Team	All Priorities	Monitor instructional implementation of grade-level ELA standards to increase student FSA proficiency in ELA	<ul style="list-style-type: none"> Professional Development provided by Literacy Coaches AVID training Collaborative planning 	Principal	Assistant Principal, Team Leaders	Monthly Team Leader meetings and 2 nd and 4 th Tuesdays of the month during PLCs	<ul style="list-style-type: none"> Team Leader Minutes PLC notes Lesson plans aligned to standards, with targets and performance scales, Planned and completed student work requiring practice with complex text and its academic language
7.	PBIS Team	All Priorities	Monitor implementation of the PBIS plan to increase student engagement in all academic areas	<ul style="list-style-type: none"> Pre-School staff and student PBIS training Parent information provided to SAC and through newsletters Positive student recognition (SOS) weekly class visits and Hawk News School Store earnings Restorative Practice Training 	Behavior Specialist	Principal, Assistant Principal, Grade Level PBIS Representatives	Monthly PBIS meetings	<ul style="list-style-type: none"> PBIS data in School Profiles Individual student discipline data from FOCUS Meeting notes.
8.	Family Engagement Team	All Priorities	Partnering with families to	<ul style="list-style-type: none"> Calendar of family events 	Assistant Principal	Principal, Community	Monthly PTA & SAC	<ul style="list-style-type: none"> Sign in sheets



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			strengthen relationships increasing the home to school connection for increased academic achievement and grade level proficiency	<ul style="list-style-type: none">• Parent conference night		Involvement Liaison, PTA President, SAC Chairperson	meetings and additional family engagement events	

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, Measurable, 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 a referral risk per student of 7.4% as reported in School Profiles. We expect our performance level to be a referral risk of 5.8% as reported in School Profiles by May of 2019.
2. The problem/gap in behavior performance is occurring because a need for increased culturally responsive teaching strategies.
3. If increased use of culturally responsive teaching strategies would occur, the problem would be reduced by 2.4%, as evidenced by School Profiles data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

5. SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The number of all students receiving referrals will decrease from 25 students to 20 students, as evidenced by School Profiles discipline data.

6. STRATEGIES:

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

- A. Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- B. Strengthen the implementation of research-based practices that communicate high expectations for each student.
- C. 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 Social Emotional Learning. (strategy B)	<ul style="list-style-type: none"> • Principal, Assistant Principal, Behavior Specialist, IIRP TOT 	<ul style="list-style-type: none"> • July 9 & 10, 2018
Ensure at least one staff member attend and becomes a certified Trainer of RP. (strategy B)	<ul style="list-style-type: none"> • IIRP TOT, Adam Brown 	<ul style="list-style-type: none"> • July 16-18, 2018
Develop school-wide roll-out and development plan of RP/SEL. (strategy C)	<ul style="list-style-type: none"> • Principal, Assistant Principal, Behavior Specialist, IIRP TOT 	<ul style="list-style-type: none"> • July 2018
Conduct learning opportunities that include AVID strategies, Culturally Responsive Teaching strategies and Restorative Practices techniques. (strategy A)	<ul style="list-style-type: none"> • Principal, Assistant Principal, Behavior Specialist, IIRP TOT, AVID Coordinator, School Counselor 	<ul style="list-style-type: none"> • Pre-School, PLCs on the 2nd & 4th Tuesdays of the month



Monitor and support staff for implementation with fidelity. (strategy C)	<ul style="list-style-type: none"> Principal, Assistant Principal 	<ul style="list-style-type: none"> Weekly iObservation data
Review student and teacher data on weekly basis for trends and next steps. (strategy B)	<ul style="list-style-type: none"> Principal, Assistant Principal, MTSS Team 	<ul style="list-style-type: none"> SBLT meetings weekly on Thursdays
Update school-wide plan monthly. (Strategy A, B & C) <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Behavior Specialist 	<ul style="list-style-type: none"> Monthly PBS meetings
Orient parents to the School Wide Behavior plan and conditions for learning.	<ul style="list-style-type: none"> Behavior Specialist 	<ul style="list-style-type: none"> SAC meeting School Newsletter

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice continued implementation	68 staff members	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Relevant Teaching strategies	35 Instructional Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID strategy implementation	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 93.1%. We expect our performance level to be 96% by May 2019.
2. The problem/gap in attendance is occurring because of the lack of motivation and/or recognition for the importance of regular attendance and its relationship to school achievement.
3. If a recognition/incentive program would occur, the problem would be reduced by 6% as reported in School Profiles.
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

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 days of school will decrease from 17% to 10%, as measured by School Profiles attendance 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.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Create an incentive plan for students identified by the Child Study Team.

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.	Assistant Principal, DMT	August 2018, pre-school
Develop and implement attendance incentive programs and competitions.	Assistant Principal	CST meetings, 1 st & 3 rd Mondays monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Assistant Principal	SAC meeting and newsletter
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team	CST meetings, 1 st & 3 rd Mondays monthly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team	CST meetings, 1 st & 3 rd Mondays monthly
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 taking process and school-wide strategies for positive attendance with all staff.	35 Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID and Equity PD	35 Instructional staff	<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 52% proficient, as evidenced in Florida State Assessment of English Language Arts.
2. We expect our performance level to be 65% proficient by May 2019. We expect ELA gains to be 49% to 57% as well as L25 learning gains to be from 39% to 55%.
3. The problem/gap is occurring because the need for increased focus on rigorous standards based instruction.
4. If an increased focus on rigorous standards based instruction would occur, the problem would be reduced by 13%.

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 52% to 65%, as measured by Florida State Assessment of English Language Arts. The percent of all students making learning gains in ELA will increase from 49% to 57% as measured by the Florida State Assessment of English language Arts. The percent of students in the lowest 25% making learning gains in ELA will increase from 39% to 55% as measured by the Florida State Assessment of English language Arts.

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?
Foster an environment of cooperation and collaboration amongst students including partner reading, discussions and group writing projects.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing, speaking and listening.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers monitor and provide feedback to students to support learning.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers align instruction to meet the Florida State Standards for ELA, district curriculum guidelines by providing multiple opportunities across the literacy block for reading writing, speaking and listening.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers provide opportunities for explicit vocabulary instruction as well as opportunities for students to determine the meanings of words using the context of text.	Administrators, Teachers	Daily and Professional Learning Communities.
Conduct regular Professional Learning Communities inclusive of data chats to review student's responses to tasks and plan instruction based on data.	Administrators, Teachers	Professional Learning Communities.
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Administrators, Teachers	Daily and Professional Learning Communities.



Subgroup Goals

Utilize Jan Richardson’s Guided Reading Routine (as well as other small group methods) to meet the unique needs of students.	Administrators, Teachers	Daily and Professional Learning Communities.
Use MAP cycle and diagnostic data to inform academic vocabulary gaming and additional learning experiences.	Administrators, Teachers	Daily and Professional Learning Communities.
Review 3 rd and 4 th grade data in August to plan for 4 th and 5 th grade students.	Administrators, Teachers	Professional Learning Communities.

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
Analyzing MAP data & Utilization of Performance Matters	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Strategies and Culturally Relevant Teaching Strategies	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
English Language Arts Coaching	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 55% proficient, as evidenced in Florida State Assessment of Math.
2. We expect our performance level to be 65% proficient by May 2019.
3. The problem/gap is occurring because of the need for increased focus on rigorous standards based instruction.
4. If increased focus on rigorous standards based instruction 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 55% to 65%, as measured by Florida State Assessment of Mathematics. The percent of all students making learning gains in Mathematics will increase from 46% to 55% as measured by the Florida State Assessment of Mathematics. The percent of students in the lowest 25% making learning gains in Math will increase from 50% to 55% as measured by the Florida State Assessment of Mathematics.

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?
Mathematics Teacher Leaders are intentionally developed and included in the Mathematics Professional Development plan.	Administrators	Math teacher Leader Institute, August 1 st , 2018
Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Florida Mathematics Standards.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers plan for the purposeful integration of mathematics tasks into science lessons	Administrators, Teachers	Daily and Professional Learning Communities.
Conduct regular Professional Learning Communities inclusive of data chats to review student responses to tasks and plan for instruction based on data.	Administrators, Teachers	Professional Learning Communities.
Utilize a variety of modalities when presenting concept and instruction to meet the needs of each student.	Administrators, Teachers	Daily and Professional Learning Communities.
Use MAP cycle and diagnostic data to inform academic vocabulary gaming and additional learning experiences.	Administrators, Teachers	Daily and Professional Learning Communities.
Review 3 rd and 4 th grade data in August to plan for 4 th and 5 th grade students.	Administrators, Teachers	Professional Learning Communities.



Subgroup Goals

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
Analyzing MAP data & Utilization of Performance Matters	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Strategies & Culturally Relevant Teaching Strategies	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math Coach & Math Teacher Leader Institute	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 43% proficient, as evidenced in The Florida Statewide Science Assessment.
2. We expect our performance level to be 60% proficient by May 2019.
3. The problem/gap is occurring because the need for increased focus on rigorous standards based instruction.
4. If increased focus on rigorous standards based instruction would occur, the problem would be reduced by 17%.

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 43% to 60% , as measured by the Florida Statewide Science Assessment.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize documents to effectively plan for science units that incorporate the 10% setting the purpose, 70% core science, 20% confirming the learning science instructional model and includes appropriate grade-level utilization of science labs in alignment with the standards.	Administrators, Teachers	Daily and Professional Learning Communities.
Utilize the 5E lessons and Science Learning Activity Guides.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers collaborate to select and implement rigorous tasks aligned with each standard.	Administrators, Teachers	Daily and Professional Learning Communities.
Teachers monitor and provide feedback to students to support learning inclusive of the 'Confirming the learning' portion of the instructional model and student conferencing opportunities.	Administrators, Teachers	Daily and Professional Learning Communities.
Conduct regular Professional Learning Communities inclusive of data chats to review student responses to tasks and plan for instruction based on data.	Administrators, Teachers	Professional Learning Communities.
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Administrators, Teachers	Daily and Professional Learning Communities.
Utilize pre- and post- science data for each lab to inform next steps and additional supports/enrichment. Five lab days from grade 3-5; monitor grade 2 schedule for consistent implementation.	Science Lab Managers	Monthly
Review 3 rd and 4 th grade data in August to plan for 4 th and 5 th grade students.	Administrators, Teachers	Professional Learning Communities.



Subgroup Goals

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
Analyzing MAP data & Utilization of Performance Matters	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Strategies & Culturally Relevant Teaching Strategies	35 Instructional Staff	<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



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Framework.
2. We expect our performance level to be 3 out of 6 modules eligible for Bronze by April 2019.
3. The problem/gap is occurring because food sold in the cafeteria does not adhere to the smart snack guidelines.
4. If our healthy schools team can monitor the implementation of administrative guidelines for wellness, the problem would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

Our school will be eligible in 3 out of 6 modules for bronze recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Framework.

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

- Choose Strategy
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student.	Assistant Principal	August 2018
Attend district supported professional development.	Healthy Schools Team Leader	August 2018- April 2019
Complete Healthy Schools Program Assessment	Healthy Schools Team	August 2018- April 2019
Complete the SMART Snacks Schools documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy Schools Team	October 2018- April 2019
Update Healthy Schools Program Assessment and apply for recognition.	Healthy Schools team	Complete by April 1, 2019

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

- Priority 1
- Priority 2
- Other



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
Healthy Schools Component #19545	Healthy School Team Members	<input checked="" type="checkbox"/> Other <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input checked="" type="checkbox"/> Other <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team Assessment B: Smart Snacks in School Component #19549	Healthy School Team Members	<input checked="" type="checkbox"/> Other <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	<input checked="" type="checkbox"/> Other <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	<input checked="" type="checkbox"/> Other <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 the participation of eight 5th grade students, as evidenced in STEM Academy Participation.
2. We expect our performance level to be Twenty-one 5th grade students participating by May 2019.
3. The problem/gap is occurring because the STEM academy was a blended unit of 4th and 5th grade students.
4. If implementation of the districts grade level focus for the STEM academy would occur, the participation of 5th grade students will increase by 38%.

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The number of 5th grade students participating in STEM academy will increase from 8 students to 21 students, as measured by school and district participation data.

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

- Enhance staff capacity to 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?
Connect learning to STEM careers and exploration of how their learning can impact their future.	STEM facilitator	Twice monthly
Allow for collaborative problem-solving opportunities for the engineering design process.	STEM facilitator	Twice monthly
Utilize brain-based research, neuroscience and culturally relevant instruction when planning and implementing lessons.	STEM facilitator	Twice monthly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Academy training	1, STEM facilitator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
STEAM Conference	1, STEM facilitator	<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 40% of black students were proficient, as evidenced in Florida State Assessment of Math.
2. We expect our performance level to be increased to 60% of black students will be proficient by May 2019.
3. The problem/gap is occurring because of the need for increased implementation of culturally relevant instructional practices.
4. If increased implementation of culturally relevant instructional practices would occur, the problem would be reduced by 20%.

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 increasing proficiency will increase from 40% to 60%, as measured by the Florida State Assessment of Math.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Achievement	<input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. <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"/> Support teachers by providing professional development on building relationships and sharing student data with black families.	<ul style="list-style-type: none"> • Increased student engagement and increased learning gains.
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 type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increased identification of Black students for gifted.
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Conduct monthly discipline disparity/restorative practices training with school administrators. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	<ul style="list-style-type: none"> • Increased student engagement



Subgroup Goals

ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Decreased identification of Black students in need of ESE services.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increased participation in Excellence in Equity Training.

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?
Implementation of the Six M's of Culturally Relevant Instruction: Meaning, Models, Monitoring, Mouth, Movement and Music	Administrators, IIRP, Equity Champions	Staff meetings and Professional Learning Communities
Affirming and teaching to assets and interests through oral language and vocabulary development, movement, music, voice and choice, and use of diverse reading materials.	Administrators, IIRP, Equity Champions	Staff meetings and Professional Learning Communities
Fostering positive relationships through structures and strategies such as class meetings, cooperative learning and restorative practices.	Administrators, IIRP, Equity Champions	Staff meetings and Professional Learning Communities

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
AVID strategies	(37) Administrators and Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	(37) Administrators and Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Strategies with Equity Training	(37) Administrators and Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 35% proficient, as evidenced in Florida State Assessment of English Language Arts.
2. We expect our performance level to be 50% proficient by May 2019.
3. The problem/gap is occurring because of a need for increased implementation of high-leverage strategies which support standards based instruction.
4. If increased implementation of high-leverage strategies supporting standards based instruction would occur, the problem would be reduced by 15%.

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 making learning gains will increase from 35% proficient to 50% proficient, as measured by as measured by the Florida State Assessment of Reading.

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

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

- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Make rigorous text, materials, content and activities accessible to students through supplementary aids.	Administrators and Exceptional Education Teachers	Daily and during Professional Learning Communities
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	Administrators and Exceptional Education Teachers	Daily and during Professional Learning Communities

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
ESE English Language Arts academic/curriculum/instructional support	5 Exceptional Education Teachers	<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 56%, as evidenced in Florida State Assessment of English Language Arts.
2. We expect our performance level to be 65% by May 2019.
3. The problem/gap is occurring because of a need for increased implementation of culturally relevant instructional practices.
4. If increased implementation of culturally relevant instructional practices would occur, the problem would be reduced by 9%.

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 ELA proficiency will increase from 56% proficient to 65% proficient, as measured by Florida State Assessment of English Language Arts.

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.)*

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review school based data in a disaggregated manner and thoughtfully plan for remediation and enrichment strategies.	Administrators and Instructional staff	Daily and during Professional Learning Communities
Explicitly teach, develop, and model high level English language and content specific vocabulary throughout the school day by all staff.	Instructional Staff	Daily and during Professional Learning Communities

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
Culturally Relevant Strategies with Equity Training	(37) administrators and Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

Small Group instruction including Jan Richardson Guided Reading professional development.	Bi-Lingual Assistant	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority
AVID strategies	(37) administrators and Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 53% of the Gifted students made learning gains, as evidenced in Florida State Assessment of Mathematics.
2. We expect our performance level to be 60% of the Gifted students make learning gains by May 2019.
3. The problem/gap is occurring because the need for increased focus on rigorous standards based instruction.
4. If an increased focus on rigorous standard based instruction would occur, the problem would be reduced by 7%.

5. SMART GOALS:

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

The percent of gifted students making learning gains will increase from 53% to 60%, as measured by the Florida State Assessment of Mathematics.

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize brain based research, neuroscience and culturally relevant instruction when planning and implementing lessons.	Gifted teacher, Classroom teachers and administrators	Daily and during Professional Learning Communities
Implementation of rigorous tasks aligned with each standard, including Rich Mathematical Tasks from the curriculum guide	Daily and during Professional Learning Communities	Daily and during Professional Learning Communities

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
Strategies from the Math Teacher Leader Institute	(37) Administrators and Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Strategies	(37) Administrators and Instructional 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"> Conduct data chats with families to discuss student progress- FSA, MAP scores and Grade-Level standards Utilize social media, School Messenger and school website to increase communication. Family meetings to communicate school processes and procedures. 	<ul style="list-style-type: none"> Administrators, Community Involvement Liaison, PTA/SAC Chairperson 	<ul style="list-style-type: none"> Monthly
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Family engagement efforts that are results oriented/linked to learning Provide families with academic tools and resources on a regular basis 	<ul style="list-style-type: none"> Administrators, teacher leaders and Community Involvement Liaison Title 1 Family Engagement Specialist 	<ul style="list-style-type: none"> Monthly
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Provide families with opportunities to attend workshops and organizations that promote parent advocacy. Utilize student services to provide families with resources, tools and outside agency referrals 	<ul style="list-style-type: none"> School Counselor, Social Worker, Community Involvement Liaison Title 1 Family Engagement Specialist 	<ul style="list-style-type: none"> Quarterly
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Develop and implement activities to build respect and trust between home and school. Increase positive interaction with families on a regular basis. 	<ul style="list-style-type: none"> All school staff 	<ul style="list-style-type: none"> Daily

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Family Engagement Town Hall	Administrators, PTA and SAC Chair, Title 1 Family Engagement Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SAC/PTA meetings	Administrators and Staff Representatives	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Family Friendly Schools, Collaborating for Success: High Impact Classroom Family Engagement, Dual Capacity Family Engagement Team Training	Family and Community Liaison and/or staff members	<input 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
Rita	Sinn	White	Parent
Brandi	Brayboy	White	Teacher
Alicia	McGee	White	Parent
Brenda	Urban	White	Teacher
Martha	Gibson	Hispanic	Support Employee
Dana	Santori	White	Parent
Amanda	Proudfoot	Black	Parent
Sean	Sullivan	White	Business/Community
Lisa	Brown	White	Principal
		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: 8/16/2018 No



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1. Academic Support		\$ [Insert amount for category]
	[Sunshine State Readers]	\$276.00
	[Describe each support on a separate row]	[Insert Amount]
2. Behavioral Support		\$ [Insert amount for category]
	[Behavioral Incentives]	[\$200.00]
	[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]
	[AVID Training]	\$775.00
	[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]
	[TDEs for data analysis]	\$500.00
	[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]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [\$1751.00]		