School Improvement Plan
SY 2018-19

JAMES B. SANDERLIN PK-8

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Continuous Improvement

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

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

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

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

A. Vision and Direction

School Profile

Principal:	Dr. Denise Miller	SAC Chair:	Mr. Trevor Kirkpatrick

School Vision	100% Student Success!

School Mission	James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our community of lifelong learners will use an inquiry approach through our challenging programmes to become internationally-minded citizens.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
587	21	189	55	43	279	0

School Grade	2018 A	2017 A	2016 A	Title I	NO

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	73	76	71	79	70	77	94	85	89	98	n/a	n/a
Learning Gains All	56	62	50	63								
Learning Gains L25%	53	51	37	51								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Denise	Miller	FT	11-20 years
Equity Champion	Sue	Cehi	FT	4-10 years
ESE	Kim	Hague	FT	1-3 years
ELL	Leal	Veronica	FT	4-10 years
Climate and Culture	Brittany	Hardy	FT	1-3 years
Social Worker	Dena	McKenna	PT	1-3 years
Climate and Culture	Jeremy	Salyers	FT	4-10 years
School Psychologist	TBD	TBD	PT	Less than 1 year
Total Instructional Staff:	8		Total Support Staff:	0

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 meeting expectations will increase from 73% to 79% in ELA.

2. Priority 2: Formative Assessment

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students meeting expectations will increase from 73% to 79% in ELA.

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students meeting expectations will increase from 73% to 79% in ELA.

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor progress of all students, including those in need of intervention, toward goals of the SIP.	• Review of current data, • Review of current strategies and interventions, • Discussion and problem-solving of academic issues	Principal	Assistant Principal, School Counselors, School Social Worker, School Psychologist	Be-weekly on Thursdays	• SBLT Agendas and minutes, • MTSS strategies and interventions align with SIP goals
2.	Tier 3 Problem-solving Team	All Priorities	To address the behavior and/or academic needs of Tier 3 students	• Review of current strategies and interventions, • Monitoring fidelity of implementation	School Counselors	Principal, Assistant Principal, School Psychologist, School Social Worker, Classroom Teachers	Weekly on Thursdays	• Tier 3 Intervention Plans and Data

	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
				• Monitoring progress of Tier 3 plans				
3.	Equity Team	All Priorities	To plan and execute school-based PD aligned with our mission statement and the District Strategic Plan	• Utilize resources to develop and plan relevant school-based PD, • Resources include learning from the Equity with Excellence Cohort and AVID CRT Summer Institute	Assistant Principal	School counselors, teacher leaders trained in Equity for Excellence Cohort	Monthly on Tuesday mornings	• Equity Team meeting agendas and minutes, • School-based plans and presentations for Equity work, • Classroom observations of implementation of Equity work
4.	Child Study Team	All Priorities	To monitor attendance and support families in getting students to school on-time, every day.	• Review attendance data, • Follow-up with families to identify reasons for missing school, • Provide support to families in need	Principal	DMT, School Social Worker, School Counselors	Bi-weekly on Mondays	• Agendas and minutes of CST and MIC meetings, • Increased attendance rate
5.	Core Team (Subject Area / Grade Level Leaders)	All Priorities	Communicate and monitor implementation of SIP strategies	• Ongoing analysis of current data, • Ongoing observation of the utilization of strategies within grade levels and subject areas	Principal	Assistant Principal, School Counselors, IB Coordinators, Grade Level/Subject	Bi-weekly on Mondays	• Agendas and minutes of core team meetings, • Agendas and minutes or PLC meetings, • Evidence of implementation

	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
						Area Teacher Leaders		through data collection, analysis, and observations
6.	Literacy Leadership Team	All Priorities	Monitor strategies specific to ELA	• Ongoing analysis of current data specific to ELA, • Engage in conversation regarding the effectiveness of ELA strategies	Principal	ELA Teacher Leaders	Monthly on Tuesdays	• Agendas and minutes of LLT meetings, • Evidence of implementation through data collection, analysis, and observations
7.	PBIS Team	All Priorities	Monitor strategies specific to student behavior and discipline	• Ongoing analysis of discipline data, • Implement Restorative Practices	Assistant Principal	Teacher Leaders, School Counselors	Monthly on Tuesdays	• Agendas and minutes of PBIS meetings, • Evidence of implementation through data collection, analysis, and observations
8.	Family Engagement Team	All Priorities	Maintain a welcoming school environment for stakeholders	• Ongoing review of events and volunteer opportunities, • Ongoing discussion to improve offerings to stakeholders, • Implement new strategies for obtaining mentors and volunteers	Assistant Principal	Family and Community Liaison, SRO	Monthly on Tuesdays	• Agendas and minutes of Family Engagement meetings, • Observation of processes and procedures continuing to improve

	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
				• Work closely with the Safety Team				
9.	STEM Team - Elementary	All Priorities	Monitor strategies specific to STEM	• Ongoing analysis of current data specific to STEM subject areas in elementary school, • Engage in conversation regarding the effectiveness of STEM strategies	Principal	Elementary STEM Teacher Leaders	Monthly on Tuesdays	• Agendas and minutes of STEM meetings, • Evidence of implementation through data collection, analysis, and observations
10.	STEM Team – Middle School	All Priorities	Monitor strategies specific to STEM	• Ongoing analysis of current data specific to STEM subject areas in middle school, • Engage in conversation regarding the effectiveness of STEM strategies	Assistant Principal	Middle School STEM Teacher Leaders	Monthly on Tuesdays	• Agendas and minutes of STEM meetings, • Evidence of implementation through data collection, analysis, • and observations
11.	Operations Team	All Priorities	Create, implement, and monitor processes and procedures to improve day-to-day flow, activities, and events	• Review of schoolwide procedures for effectiveness, • Improve upon procedures • Maintain accurate communication among	Principal	Assistant Principal, HPO, DMT, School Secretary, Cafeteria Manager, Media-Tech Specialist, IB Coordinators	Bi-weekly on Mondays	• Agendas and minutes Operations Team meetings, • Observation of processes and procedures continuing to improve

	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
				operations departments at the school level				
12.	Site Safety Team	All Priorities	Create, implement, and monitor processes and procedures through the lens of safety	• Create, implement, monitor, and review safety procedures to ensure a safe learning environment	Assistant Principal	HPO, SRO, Teacher Leader	Monthly on Tuesdays	• Agendas and minutes of Site Safety meetings, • Observation of processes and procedures continuing to improve
13.	Healthy Schools Team	All Priorities	Maintain or improve Healthy Schools Bronze delegation, while improving the health and wellness of staff and students	• Create, implement, and monitor plans to continuously improve about goals within the Healthy Schools Initiative	Elementary PE Coach	PE Coaches, Assistant Principal, Cafeteria Manager	Monthly on Tuesdays	• Agendas and minutes of Healthy Schools meetings, • Observation of processes and procedures continuing to improve

Conditions for Learning

⬢ **Climate and Culture**

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 13.8 referral risk rate. We expect our performance level to be decreased by implementing Restorative Practices and Culturally Relevant Teaching practices.
2. The problem/gap in behavior performance is occurring because students' interactions with one another are negative.
3. If pro-social teaching practices would occur, the problem would be reduced to less than 10 referral risk rate, as evidenced by the referral risk rate declining. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by meeting monthly to analyze data and identify areas in need of improvement.

5. **SMART GOAL:**

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. (*include data or research to validate your hypothesis*.)

The referral risk (percentage of students receiving ODRs) of black students receiving referrals will decrease from 22.4 to 15 or less, as measured by the referral risk rate.

6. **STRATEGIES:**

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

☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Restorative Practices Implementation Team	• June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Assistant Principal	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Restorative Practices Implementation Team	• June 2018
Conduct learning opportunities.	• Assistant Principal	• August 2018, during Tuesday afternoon meetings
Monitor and support staff for implementation with fidelity.	• PBIS Team	• Ongoing

	• Restorative Practices Implementation Team	
Review student and teacher data for trends and next steps.	• PBIS Team • Restorative Practices Implementation Team	• Monthly
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• PBIS Team • Restorative Practices Implementation Team	• Monthly

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices (IIRP)	Instructional Staff (45)	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Introduction to Circles (IIRP)	Instructional Staff (45)	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Equity Training – Equity Champions will provide professional development at least quarterly.	Instructional Staff (45)	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Culturally Relevant Teaching – Activities and strategies will be provided throughout the school year during staff meetings. Resources: AVID CRT Curriculum	Instructional Staff (45)	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

2 **School Culture for Learning**

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):
1. Our current attendance rate is 96%. We expect our performance level to be 98% by May 2019.
2. The problem/gap in attendance is occurring because families planning vacations during the school year.
3. If families would plan vacations that coincide with the school calendar would occur, the problem would be reduced by increasing the attendance rate.
4. We will analyze and review our data for effective implementation of our strategies by monthly.

5. **SMART GOAL:**

> EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The number of all students absent for more than 3 consecutive school days during the academic school year will decrease from 10 to 0, as measured by school attendance data.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*
☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
☐ Choose Attendance Strategy
☐ Choose Attendance Strategy

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Increase communication with families	Counselors, DMT, Social Worker, Principal, Teacher	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

Academic 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 though 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.

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 73% of all students meeting proficiency, as evidenced in 2018 FSA ELA results.
2. We expect our performance level to be increased to 78% of all students meeting proficiency on the 2019 FSA ELA within 1 school year.
3. The problem/gap is occurring because instruction is not student-centered with rigor.
4. If instruction were more student-centered with rigor, the problem would be reduced by 5% or more.

5. **SMART GOALS:**
   - The percent of all students achieving ELA proficiency will increase from 73% to 78%, as measured by FSA ELA.
   - The percent of student making learning gain in ELA will increase from 56% to 61%, as measured by FSA ELA.
   - The percent of students in the bottom quartile making learning gains in ELA will increase from 53% to 58%, as measured by FSA ELA.
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.

☒ Enhance staff capacity to identify district resources aligned to critical content from the IB Standards and Florida Standards.

☐ 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?
Implement a specific set of Visual Thinking routines across content areas and grade levels	ELA SIP committee Administration	Daily
Embed authentic audience opportunities for "voice and choice" within Reading and Writing through IB PYP Units of Inquiry/ MYP global contexts	IB Coordinator	PLC meetings (6 times/ year)
Provide resources for teachers to become more knowledgeable about the standards associated with grammar/ writing.	ELA SIP committee Administration	Two PD opportunities Follow up within PLC's

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will explore and practice the Visual Thinking Routines that will be used across campus.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLC meetings with IB Coordinator to share resources that enhance and promote voice and choice across reading and writing learning engagements to include ongoing book study of *Curious Classroom.*	PLC's (all instructional staff)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Two professional development opportunities to review grade level standards and resources available to support writing instruction.	All (48) Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 71% of all students meeting proficiency, as evidenced in 2018 FSA Mathematics results.

2. We expect our performance level to be increased to at least 76% meeting proficiency by the end of the 2018-19 school year.

3. The problem/gap is occurring because formative assessments are not adequately being utilized in math.

4. If formative assessment informed instruction, the problem would be reduced by 5%.

5. **SMART GOALS:**

   - The percent of all students achieving mathematics proficiency will increase from 71% to 76%, as measured by Mathematics FSA.

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

   ☒ Enhance staff capacity to identify district resources aligned to critical content from the IB Standards and Florida Standards.

   ☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
Implement a specific set of Visual Thinking routines across content areas and grade levels	Math SIP committee Administration	Daily
Implement the use of number routines and integrate questioning techniques to develop flexible thinking.	Math SIP committee PLC's	Daily
Create a class culture in which student questions are used to help develop an understanding of content standards through the use of the 8 Mathematical practices.	PLC's	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will explore and practice the Visual Thinking Routines that will be used across campus.	All (48) Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
PLC meetings with IB Coordinator to share resources that enhance and promote number routines to include ongoing book study of ***Number Sense Routines.***	PLC's (all instructional staff)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Professional development in Culturally Relevant Teaching to assist teachers in developing a class culture in which student questions are used to help develop an understanding the 8 Mathematical practices.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70% of all students meeting proficiency, as evidenced in 2018 SSA results.
2. We expect our performance level to be increased to 77% meeting proficiency within 1 school year.
3. The problem/gap is occurring because of a lack of conceptual understanding in scientific principles.
4. If conceptual understanding increased through student-centered and rigorous instruction, the problem would be reduced by 7%.

5. **SMART GOALS:**

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

The percent of all students achieving science proficiency will increase from 70% to 77%, as measured by the SSA.

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

☒ Enhance staff capacity to identify district resources aligned to critical content from the IB Standards and Florida Standards.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

☒ Strengthen staff ability to engage students in complex tasks.

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?
Create a schedule to optimize the use of the Science Lab to engage students in inquiry and concept-based learning.	Core Team	Every 12 weeks
Implement strategies that promote authentic (conceptual) learning opportunities of the 60 Science Power words.	STEM SIP Workgroup	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
IB Consultant Chris Overhoff to conduct training on Conceptual Understanding across subject areas – 2 days, August and February.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Within PLCs and with the IB Coordinator, integrate district resources into transdisciplinary learning opportunities.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Share diagnostic data across grade levels for purposeful planning of science standards at each grade level in alignment with district resources.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 94% of all 7th grade students scoring proficient, as evidenced in 2018 Civic EOC.
2. We expect our performance level to be at or above 96% by the end of the 2018-19 school year.
3. The problem/gap is occurring because higher-order thinking strategies are not always used effectively.
4. If teachers continue to refine their practice with the use of higher-order thinking strategies, the problem would be reduced by 2%.

5. **SMART GOALS:**

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

The percent of 7th grade students demonstrating proficiency in Civics will increase from 94% to 96%, as measured by a score of Level 3+ on the 2018-2019 Civics End of Course Exam.

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.

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 engage students in instructional activities that include higher-order thinking skills and questioning.	7th Grade Civics Teacher/SS Chair	Daily
Instructional practices will be student-centered with rigor.	7th Grade Civics Teacher/SS Chair	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Collaborate with IB MYP coordinator to revise and refine DBQ activities with an emphasis on raising rigor.	3 participants – IB MYP Coordinator and SS Department	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Collaborate with the IB MYP coordinator and ELA department to create an interdisciplinary unit of study connecting content areas.	5 participants – IB MYP Coordinator, SS Department, ELA Department	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 5 of 6 modules completed, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Framework.
2. We expect our performance level to be 6 out of 6 modules by April 2019.
3. The problem/gap is occurring because health promotion for staff is lacking .
4. If staff willingness to remove snack/soda machines would occur, the problem would be reduced by completing Gold requirements.

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 6 out of 6 modules for gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program 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 (4) individuals including, but not limited to: PE Teacher/Health 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 (if applicable)	Healthy School 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   ☐ 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
Healthy Schools Program Training Component #19545	Healthy School Team Members	☐Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	☐Other Priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	☐Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	☐Other Priority
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	☐Other Priority

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 89%, as evidenced in FSA acceleration points.
2. We expect our performance level to be 95% or higher within one school year.
3. The problem/gap is occurring because the use of formative assessment is not adquate.
4. If effective use of formative assessment would occur, the problem would be reduced by 6%.

5. **SMART GOALS:**
   - The percent of all students participating and earning credit in accelerated course work will increase from 89% to 95%, as measured by FSA acceleration points.
6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).

☒ Intensify staff capacity to support students in successfully completing and attaining industry certification.

☒ Strengthen teacher implementation of rigorous instructional practices.

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 monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and through formative assessment, then adjust academic support structures as needed.	MYP Math Department	daily
Monitor and adjust systems for academic support for students in rigorous courses.	SBLT	On-going
Introduce additional courses in which students are given the opportunity to earn additional industry certifications.	MYP Tech Department	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
Collaborate with the MYP IB Coordinator to create formative assessments that align to content, analyze results, and plan student-centered instruction with rigor.	MYP Math Department, MYP IB Coordinator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Earn business certification to maintain and increase course offerings that allow students to earn industry certification.	ICT Teacher	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 10% of students participating in STEM academies, as evidenced in school based data.
2. We expect our performance level to be increased during the 2018-19 school year.
3. The problem/gap is occurring because more STEM academies are needed.
4. If funding for additional STEM academies would occur, the problem would be reduced by increased student participation in STEM academies.

5. **SMART GOALS:**

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

The percent of all students participating in STEM academy activities will increase from 10% to 15%, as measured by school based data.

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.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
☐ 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?
Create a schedule to optimize the use of the Science Lab to engage students in inquiry and concept-based learning.	Core Team	Every 12 weeks
Implement strategies that promote authentic (conceptual) learning opportunities of the 60 Science Power words.	STEM SIP Workgroup	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
IB Consultant Chris Overhoff to conduct training on Conceptual Understanding across subject areas – 2 days, August and February.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Within PLCs and with the IB Coordinator, integrate district resources into transdisciplinary learning opportunities.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Share diagnostic data across grade levels for purposeful planning of science standards at each grade level in alignment with district resources.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 19 students earn a final grade or D or F in a core course, as evidenced in report card data.
2. We expect our performance level to be less than 10 students by the end of the school year.
3. The problem/gap is occurring because student-centered, rigorous instruction is not occurring adequately.
4. If student-centered, rigorous, and engaging instruction would occur, the problem would be reduced to less than 10 students.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The number of all students earning a D or F in core courses will decrease from 19 to fewer than 10, as measured by report card data.

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

☒ Intensify focus on data to plan interventions and supports for individual students.

☒ Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.

☒ Strengthen staff ability to engage students for on-track promotion throughout middle school.

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 monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and through formative assessment, then adjust academic support structures as needed.	MYP Math Department	daily
Monitor and adjust systems for academic support for students in rigorous courses.	SBLT	On-going
Introduce additional courses in which students are given the opportunity to earn additional industry certifications.	MYP Tech Department	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
Collaborate with the MYP IB Coordinator to create formative assessments that align to content, analyze results, and plan student-centered instruction with rigor.	MYP Math Department, MYP IB Coordinator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Earn business certification to maintain and increase course offerings that allow students to earn industry certification.	ICT Teacher	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 53%-ELA and 49%-math, as evidenced in FSA ELA and Math.

2. We expect our performance level to be greater than 60% within one school year.

3. The problem/gap is occurring because students are not engaged in academic content.

4. If students were engaged in academic content would occur, the problem would be reduced by demonstrating an increase in FSA ELA and Math scores.

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 scoring level 3 or higher in ELA and math will increase from 53%-ELA and 49%-math to 60% or greater, as measured by FSA ELA and Mathematics assessments.

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	☒ 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. ☐ Choose Strategy ☐ Choose Strategy	• Students will become more engaged in academic content and value the relevance of academic content to their lives, resulting in increased interest in graduation/higher education.
Student Achievement	☒ 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. ☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. ☒ Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	• Students will become more engaged in academic content and value the relevance of academic content to their lives, resulting in increased achievement.
Advanced Coursework	☒ Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. ☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☐ Choose Strategy	• Students will become more challenged and empowered through academic content, resulting in increased interest higher education.
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school.	• Students will build meaningful relationships with adults and other students that will help them develop empathy and improve behavior.

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	☒ Conduct monthly discipline disparity/restorative practices training with school administrators.	
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. ☐ Choose Strategy	• Tier 2 and 3 interventions will be strengthened to ensure students are being provided appropriate interventions with fidelity before being identified for ESE services.
Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Addition of black staff members to fill open positions, when possible, will provide black role models to black students.

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?
Embed authentic audience opportunities for "voice and choice" within Reading and Writing through IB PYP Units of Inquiry/ MYP global contexts	IB Coordinator	PLC meetings (6 times/ year)
Create a class culture in which student questions are used to help develop an understanding of content standards through the use of the 8 Mathematical practices.	PLC's	Daily
Share diagnostic data across grade levels for purposeful planning.	All (48) Instructional Staff	First Marking Period

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings with IB Coordinator to share resources that enhance and promote voice and choice across reading and writing learning engagements to include ongoing book study of **Curious Classroom.**	PLC's (all instructional staff)	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Create a class culture in which student questions are used to help develop an understanding of content standards through the use of the 8 Mathematical practices.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Share diagnostic data across grade levels for purposeful planning.	All (48) Instructional Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Introduction to Restorative Practices	All (48) Instructional Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Introduction to Circles	All (48) Instructional Staff	☐ Priority 1 ☐ Priority 2 ☒ 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 24% of ESE students are proficient in ELA (23% in math), as evidenced in 2018 FSA ELA.
2. We expect our performance level to be 50% in both ELA and math by the end of the 2018-19 school year.
3. The problem/gap is occurring because instruction is not student-centered with rigor.
4. If student-centered, rigorous, and engaging instruction would occur, the problem would be reduced by 26% in ELA and 27% in math.

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 earning a level 3 or higher FSA ELA and math will increase from 24% in ELA and 23% in math to 50% in both ELA and math, as measured by 2019 FSA ELA and 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 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).

☒ 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.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
Set high expectations for ESE students based on grade level standards.	ESE Department	Daily
Differentiate instruction through purposeful scaffolding that maintains rigor of content.	ESE Department	Daily
Continue refining an inclusion model of service delivery that allows for seamless transfer of content across curriculum.	ESE Department and Classroom Teachers	On-going

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
IB Consultant Chris Overhoff to conduct training on Conceptual Understanding across subject areas – 2 days, August and February.	All (48) Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Within PLCs and with the IB Coordinator, integrate district resources into transdisciplinary learning opportunities.	ESE Department	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Share diagnostic data across grade levels for purposeful planning of standards at each grade level in alignment with district resources.	ESE Department	☒ Priority 1 ☒ Priority 2 ☒ 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.	• Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards). • Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc. • Parent/family meetings/webinars to communicate school and classroom processes and procedures.	• IB Coordinators • Family and Community Liaison, School Secretary, School Receptionist • Principal, Assistant Principal	• Fall and Spring • Weekly, or more often as needed • Quarterly
2. Provide academic tools to families in support of their students' achievement at home.	• Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher. • Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. • Provide families/parents with academic tools/ resources on a regular basis.	• Teachers • IB Coordinators • Principal; Teachers	• Daily, through newsletters and agendas • Fall and Spring • Monthly, through newsletters; each semester through conferences
3. Purposefully involve families with opportunities for them to advocate for their students.	• Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy. • Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.	• Principal • School Counselors	• Several times per year, as events become known • Frequently, as needed

4. Intentionally build positive relationships with families and community partners.	• Utilize focus groups to gather parents and family input for development of school improvement.	• Principal, SAC Chair, PTSA President	• Monthly

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
Grade level PLCs meet with SBLT to analyze data and student progress; teachers meet with parents each semester.	Instructional Staff & Parents	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Open House	Instructional Staff & Parents	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
IB Parent Workshop (Fall and Spring)	Instructional Staff & Parents	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Student-led Conferences	Students and Parents	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Trevor	Kirkpatrick	White	Parent
Rachel	Fisher	Black	Parent
Alexis	Goodwine	Black	Parent
Keisha	Albritton	Black	Parent
Nora	Royalty	White	Parent
Marcia	Ferreira	White	Parent
Benjamin	Smet	Hispanic	Parent
Manuel	Ledesma	Hispanic	Parent
Jeff	Kusek	White	Parent
Stasia	McAlpin	Black	Parent
LaTonya	Moore	Hispanic	Parent
Emma	Coker	Multi	Parent
Katie	Kerns	White	Parent
Cassie	Smith	White	Parent
Christie	Christenson	White	Parent
Kinja	Patel	Asian	Parent
Laura	Muto	White	Teacher
Dottie	Bott	White	Support Employee
Diane	Klamer	White	Business/Community
Denise	Miller	White	Principal

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: 8/21/2018   ☐ 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**	**$ 0**
2.	**Behavioral Support**	**$ 500**
	Student Incentives and Celebrations	$500
3.	**Materials and Supplies**	**$ 250**
	Materials for IB Parent Workshops	$250
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ $0**
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ [Insert amount for category]**
	Stipends/Payment for SIP Development	$1500
	TDEs for Teacher Professional Development (classroom observations)	$685
6.	**Other** *(please list below)*	**$ [Insert amount for category]**
TOTAL $ **2935**		