



School Improvement Plan SY 2018-19

SAWGRASS LAKE ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Jessica Clements	SAC Chair:	Alex Olszewksa
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School Vision	100% Student Success
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School Mission	The mission of Sawgrass Lake Elementary is to educate, nurture, and inspire our students and staff to attain their goals each year to become lifelong learners, prepared for tomorrow's world
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School Data

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	49	49	63	58	66	38						
Learning Gains All	50	57	68	73								
Learning Gains L25%	46	49	46	63								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Jessica	Clements	FT	1-3 years
Assistant Principal	LaShawn	Proctor	FT	Less than 1 year
ESE	Krista	Kelleher	FT	4-10 years
ELL	Chuck	Morehouse	FT	4-10 years
Total Instructional Staff:	59		Total Support Staff:	



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency across subject areas will increase from 60% to 70% as measured by FSA data.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all L25 students achieving proficiency in reading and math will increase from 46% to 50 % as measured FSA ELA and Math assessment for the 18-19 school year.

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 black students achieving proficiency will increase from 32% proficient to 50% proficient.



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 proficiency across all grade levels	<ul style="list-style-type: none"> Weekly PLC’s Lesson plan reviews Data chats 	<ul style="list-style-type: none"> Team leaders Admin 	<ul style="list-style-type: none"> Team leaders Admin 	PLC’s Weekly Data chats-monthly	<ul style="list-style-type: none"> Lesson plans aligned to standards with differentiated instructional strategies evident Progress monitoring data/ meeting notes
2.	Tier 3 Problem-solving Team	All Priorities	To monitor interventions and ensure students make adequate progress	<ul style="list-style-type: none"> Data chats SBLT meetings Fidelity checks 	Admin	All grade levels Admin	weekly	<ul style="list-style-type: none"> Meeting notes Student growth data
3.	Equity Team	All Priorities	To promote change within the school community and provide leadership and direction for culturally relevant practices within the classroom	<ul style="list-style-type: none"> Monthly meetings Monthly professional development 	Admin IIRP Facilitator RP team	All grade levels	Monthly	<ul style="list-style-type: none"> Meeting notes Professional development agendas CRT strategies observed in the classroom
4.	Child Study Team	All Priorities	To monitor student attendance and implement strategies to	<ul style="list-style-type: none"> Monthly meetings 	Admin School Counselor	Admin School counselor	Monthly	<ul style="list-style-type: none"> Meeting notes Parent call logs Parent letters



	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
			improve overall attendance	<ul style="list-style-type: none"> Strategies to improve attendance- letters, phone calls, parent conferences, attendance incentives 		Social Worker		<ul style="list-style-type: none"> Conference notes
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	To review instructional strategies, curriculum, data and ELP programs	<ul style="list-style-type: none"> Monthly meetings Professional development Classroom coaching support 	Admin Team Leaders	Team leaders Admin	Monthly	<ul style="list-style-type: none"> Meeting notes Processional development agendas Evidence of curriculum strategies in the observations
6.	Literacy Leadership Team	All Priorities	Same as SBLT					
7.	PBIS Team	All Priorities	To monitor student behavior and ensure a positive climate is in place to support student learning	<ul style="list-style-type: none"> Implement a PBIS plan schoolwide Professional development 	Assistant principal Behavior Specialist	All staff	Monthly	<ul style="list-style-type: none"> Meeting notes PBIS plan Behavior data with evidence of behavior decreasing
8.	Family Engagement Team	All Priorities	To increase family involvement and support student achievement	<ul style="list-style-type: none"> Family events Family surveys to provide input on school related items 	Admin	Staff and families	Various times throughout the school year	<ul style="list-style-type: none"> Survey results Family Engagement plan Family engagement calendar

Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 96%. We expect our performance level to be 98% by May 2019.
2. The problem/gap in behavior performance is occurring because students in low socioeconomic status struggle with parent support and resources..
3. If (Implementations of Restorative Practices) would occur, the problem would be reduced by 2%, as evidenced by school profile 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 percent of all students receiving a referral will decrease from 4 % to 2%, as measured by student behavior reported in school profile.

6. STRATEGIES:

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

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

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

Action Steps to implement these strategies	WHO is leading?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• RP Team	• June 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Chris McCormick	• June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• RP Team	• August 2017- Ongoing
<i>Conduct learning opportunities.</i>	• Chris McCormick	• Ongoing
<i>Monitor and support staff for implementation with fidelity.</i>	• RP Team and Chris McCormick	• Ongoing
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	• Admin/ RP Team	• Ongoing
<i>Update school-wide plan on a monthly basis.</i> • Celebrate areas of growth • Update strategies for areas of improvement	• RP 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
Restorative Practices Professional Development	All staff- teachers and support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SBLT to meet monthly to review the area of support for behavior	SBLT team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice Committee – meets monthly to review data and collaborate on school wide implementation	RP Committee IIRP Trainer	<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 89% . We expect our performance level to be 95% by June 2019.
2. The problem/gap in attendance is occurring because students in low socioeconomic status struggle with parent support, resources and transportation .
3. If (consistent interventions and support/resources were provided to the students , the problem would be reduced by 6%.
4. We will analyze and review our data for effective implementation of our strategies by October 2018

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 with 5 or more days absent will decrease from 21% to 10% , as measured by student data recorded in school profile.

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 3 interventions to address and support the needs of students.
- 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.	Admin	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	Ongoing
Develop and implement attendance incentive programs and competitions.	CST/SBLT	Ongoing
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST/SBLT	Ongoing
Review data and effectiveness of school wide attendance strategies on a bi weekly basis	CST/SBLT	Ongoing
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Ongoing
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
CST	SBLT	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Review	SBLT/ All teachers	<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 49%, as evidenced in FSA ELA Assessment.
2. We expect our performance level to be 55% by June 2019.
3. The problem/gap is occurring because students need to be engaged in complex tasks, and teachers will strengthen core instruction by increasing the level of engagement and accountability .
4. If students are engaged in complex tasks, and teachers strengthen core instruction and increase the level of engagement and accountability , the problem would be reduced by 6%.

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 49% to 57%, as measured by FSA ELA Assessment.
 The percent of all student achieving ELA gains will increase from 50% to 57% as measured by the FSA ELA Assessment.
 The percent of L25 students achieving ELA gains will increase from 46% to 50% as measured by the FSA ELA Assessment.

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?
Monitor and support implementation of instruction during observations by using monitoring tools and providing specific feedback	Admin	weekly
Teachers will provide actionable feedback	Admin/ Teachers	weekly
Standards based planning within grade level teams Teachers will effectively unpack standards to develop learning goals and scales that provide differentiated instruction to every student as well as monitor academic data results to monitor continuous improvement. Administration will work collaboratively with grade levels to ensure proper resources are being used for instruction	Admin/ Teachers	weekly
Reflect on lesson to develop a plan of action and implement remediation and enrichment	teachers	daily



Academic 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
Differentiated MAP training	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Jan Richardson Guided reading PD	Primary/ as needed	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Istation PD	All teachers	<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: FSA, MAP, FORMATIVE ASSESSMENTS AND TEACHER OBSERVATIONS

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 63%, as evidenced in FSA Math Assessment.
2. We expect our performance level to be 70% by June 2019.
3. The problem/gap is occurring because students are lacking foundational skills to build new knowledge; students need to be exposed to cognitively complex problems and learn strategies to problem solve. .
4. If struggling students were provided additional support to build on foundational skills, students would be more successful in solving cognitively complex problems. Additionally, students need to be exposed to higher order questions and acquire strategies to support problem solving, the problem would be reduced by 8%.

5. SMART GOALS:

The percent of all students achievement in math will increase from 63% to 70%, as measured by FSA Math Assessment.

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.

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?
Administrators monitor teacher practice and provide feedback to support growth. Administrators regularly observe math lessons and provide feedback	L. Proctor J. Clements	weekly
Teachers monitor and provide feedback to students to support learning	All teachers	daily
Math teacher leaders are intentionally developed and included in the development of math PD plan	A Leone L Devlin	Monthly
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including math formative assessments, and rich mathematical tasks from curriculum guides	All Teachers A Leone L Devlin	Weekly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Math teacher leader PD	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Walk thru with ongoing feedback	Admin, all teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated MAP PD	All 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 63% proficient, as evidenced in NGSS Science Assessment .
2. We expect our performance level to be 70% by June 2019 .
3. The problem/gap is occurring because data is not being reviewed on a consistent basis.
4. If data is frequently reviewed with differentiated instruction implemented, the problem would be reduced by 8%.

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 5th grade students mastering science standards will increase from 63% to 70%, as measured by NGSS Science Assessment .

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.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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?
Effective use of Science Lab in grades 1-5 with fidelity. Teachers will receive professional development from JIT Science coach, on effective science lab lessons. Teachers will receive support on effective science instruction to support the use of 10% 70% 20%	L. Proctor	Various times throughout year
Teachers analyze student data and develop a plan for differentiation to support students scoring in high red and yellow according to unify and SSA	Team Leaders L. Proctor	Ongoing Weekly PLC's
Utilizing scales and rubrics aligned to a learning goals to assess and inform instruction.	Teachers	daily
Use data to plan instruction that ensures differentiation, intervention and enrichment to increase student performance.	Team Leaders Admin	weekly
Direct and indirect vocabulary instruction through the use of word walls, journals and strategic lessons to introduce new vocabulary	L. Proctor Teachers	daily



Using cycle and diagnostic data to inform academic vocabulary gaming.	Teachers	Ongoing
Monitoring science lab through walk throughs and pre and post tests	L. Proctor	ongoing

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
Weekly PLC's	Teachers- 40	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on effective science instruction- 10% 70% 20%	Teachers 1 st -5 th	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Analyzing MAP data to differentiate instruction	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Increasing student engagement through SLAGS and Science lab activities	Teachers 1-5	



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is eligible for bronze, silver and gold 4 out of 6 modules,, as evidenced in Alliance for Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be eligible for bronze, silver and gold in 6 out 6 modules by April 2019.
3. The problem/gap is occurring because the implementation of administrative guidelines for wellness lack of monitoring .
4. If monitoring the implementation of administrative guidelines for wellness would occur, our school would have a greater opportunity to be eligible for national recognition. .

5. SMART GOALS:

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

The number of all modules our school will be eligible for will increase from 4 modules to 6 modules, , as measured by the Alliance for Healthier Generation’s Healthy schools Program Framework by April 2019.

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 committed Healthy school team made up of a minimum of 4 current stakeholder.	Assistant 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-April 2019
Complete the SMART snacks in school documentation	Cafeteria manager	October 2018- April 2019
Develop and implement Healthy Schools Program Action Plan	Healthy School Team	October 2018- April 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 Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team A: Assessment component # 19534	Healthy team members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Healthy Team B: Smart snacks in school component # 19549	Healthy team members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team D: Celebrations component # 20530	Healthy team members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team C: Developing and implementing action plan component # 20528	Healthy Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 26% of students for ELA and 20% of students for Math achieving Level 1 , as evidenced in FSA.
2. We expect our performance level to be decreased of students scoring a Level 1 by 10% in ELA and 10% in Math.
3. The problem/gap is occurring because lack of fidelity with research based intervention implementation.
4. If fidelity with research based intervention implementation would occur, the problem would be reduced by 10% for both ELA and Math.

5. SMART GOALS:

The percent of all students scoring a Level 1 in ELA and Math will decrease from 26% in ELA and 20% in Math to 16% in ELA and 10% in Math, as measured by FSA.

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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?
Use of afterschool intervention programs such as iReady, Istation and ST Math labs	teachers	daily
Afterschool reading and math tutoring and STEM club	teachers	daily
Fidelity of intervention including LLI, IRLA, Jan Richardson, small group instruction	Teachers with admin support	Daily/weekly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
MAP differentiation training	59 teachers All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
IRLA training	ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ELP training	ELP teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 66% student proficient, as evidenced in FCAT Science .
2. We expect our performance level to be 70% by June 2018.
3. The problem/gap is occurring because data is not being utilized to differentiate and scaffold instruction to increase student performance .
4. If effective and consistent implementation of differentiation and scaffolding of inquiry based instruction would occur, the problem would be reduced by 5%.

5. SMART GOALS:

The percent of 5th grade students achieving science proficiency will increase from 66% to 70%, as measured by FCAT Science .

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 practice to utilize questions to help students elaborate on content. Strengthen staff ability to engage students in complex tasks.
- 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?
STEM teachers will provide students with opportunities to synthesize, identify and analyze information Maintain after school STEM academy to increase access to STEM content for students.	STEM teachers M. Ludeker	weekly Weekly
Students will engage in evaluating and integrating multiple sources of information Utilize a STEM inquiry project throughout the duration of the STEM academy to engage students in inquiry and engineering design to be displayed at the annual PCS STEM Expo	STEM teachers M. Ludeker	weekly Weekly
STEM academy teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge Ensure opportunities to practice, demonstrate and apply appropriate domain specific vocabulary when communicating science, technology, engineering and math content.	STEM teachers L. Gomillion	weekly Ongoing

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 teachers will participate in 3 professional development sessions; PLC's	5 STEM/ All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teachers will use classroom data to guide STEM instruction as needed; MAP Differentiated Instruction	5 STEM/All teachers	<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 32.3% proficient ELA and 50.8% proficient Math , as evidenced in 2018 FSA ELA and Math Assessment.
2. We expect our performance level to be 42.3% proficient ELA and 60.8% proficient Math by June 2019.
3. The problem/gap is occurring because lack of fidelity with research-based intervention implementation.
4. If fidelity use of research based interventions would occur, the problem would be reduced by 10% ELA and 10% Math.

5. SMART GOALS:

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

The percent of black students achieving proficiency will increase from 32.3% ELA and 50.8% Math to 55 % ELA and 60.8% Math, as measured by 2019 FSA Assessment.

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

BTG Area	Strategies	Expected Impact and Results
Student Achievement	<input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	<ul style="list-style-type: none"> • An increase in the district and state assessment data (MAP, ISIP, FSA)
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 type="checkbox"/> Choose an item.	<ul style="list-style-type: none"> • An increase in the number of classrooms utilizing morning meetings with fidelity to increase student engagement. • A decrease in repeat referrals and/or suspensions.
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"> • An increase in the district and state assessment data (MAP, ISIP, FSA)
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Hire and retain more African-American teachers that mirrors our 19% population.



Subgroup Goals

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide targeted professional development and additional coaching to teachers on CRT strategies to increase engagement in rigorous instruction and increase the percent of proficient students.	Admin Team	Ongoing for 2018-2019 school year
Implement culturally responsive instructional practices with fidelity	Classroom Teachers	Daily
Monitor fidelity of culturally responsive instructional practices	Admin Team	Weekly

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	59 teachers, support staff and admin team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
MAP Data Analysis and Intervention Training	59 teachers, support staff and admin team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Cultural Responsive Teaching	59 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 30% proficient in ELA and 40% proficient in Math, as evidenced in FSA.
2. We expect our performance level to be 51% in ELA and 51% in Math by June 2019.
3. The problem/gap is occurring because lack of fidelity with intervention implementation.
4. If consistent intervention would occur, the problem would be reduced by 10%.

5. SMART GOALS:

The percent of ESE students scoring proficient or higher in ELA and Math FSA will increase from 30% in ELA and 40% in Math FSA to 51 % in ELA and 51% in Math, as measured by FSA in 2019.

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

Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)

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

Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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?
Monitoring of all ESE students through data chats and using research -based intervention materials	VE teachers	Ongoing throughout 2018-2019 school year
Increase communication between ESE and Gen Ed teachers regarding daily instruction and IEP goals during PLC's and data chats	VE teachers and General Education teachers	PLC's and data chats ongoing through 2018-2019 school year
Implement culturally responsive instructional practices such as restorative practices, cooperative in small group settings, morning meetings, explicit vocabulary instruction, oral language and storytelling	administration	Throughout the 2018-2019 school year
Meet with leadership team to discuss test accommodation schedule	Administration and team leaders	Quarterly

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
Restorative practices/AVID strategies/ MAP data analysis	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
IRLA training	VE resource teachers/ Gen ed	<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 25% ELA and 50% Math , as evidenced in FSA ELA and Math assessment.
2. We expect our performance level to be 50 % ELA and 60% Math by June 2019.
3. The problem/gap is occurring because lack of fidelity with intervention implementation.
4. If fidelity use of research based interventions effective implementation and monitoring would occur, the problem would be reduced by 10% ELA and 10% Math.

5. SMART GOALS:

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

The percent of ELL students achieving proficiency will increase from 25% ELA and 50% Math to 50 % ELA and 60% Math, as measured by 2019 FSA Assessment.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ELL teachers and classroom teachers collaborate to plan and select interventions to support and accommodate student needs based on learning targets.	Classroom and ELL Teachers	Monthly
Students are provided standard curriculum with scaffolding to support their productive struggle in the English language with rigorous tasks that meet grade level standards.	Classroom and ELL Teachers	Daily
Monitor PLC conversations and notes in regards to ELL student data	Admin	Weekly

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
WIDA Training (I Can DO Indicators)/ MAP Data Analysis and Intervention Training	59 teachers, support staff and admin team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Cultural Responsive Teaching	59 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52.1% girls and 46% boys proficient ELA; 64.1% girls and 62.8% boys proficient Math, as evidenced in 2018 FSA ELA and Math Assessment. .
2. We expect our performance level to be 62.1% girls and 56% boys ELA and 74.1% girls and 72.8% boys Math by 2019 FSA ELA and Math Assessment.
3. The problem/gap is occurring because lack of fidelity with research-based intervention implementation.
4. If fidelity use of research based interventions would occur, the problem would be reduced by 10% ELA 10% Math.

5. SMART GOALS:

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

The percent of male students achieving ELA proficiency will increase from 46% ELA to 56% ELA, as measured by 2019 ELA FSA.

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

- Enhance the relationship-building skills for boys.
- Teachers utilize culturally relevant teaching.
- Strengthen the equitable engagement opportunities for boys.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide staff mentor to increase academic motivation and self-confidence	All Staff	Weekly
Foster an environment of cooperation and collaboration	All teachers	Daily
Monitor instructional practices and provide feedback	Admin Team	Weekly

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
Restorative Practices/AVID Strategies	59 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Responsive Teaching	59 Teachers	<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 93% ELA 96% Math proficiency, as evidenced in FSA ELA and Math assessment.
2. We expect our performance level to be 100% ELA and Math proficiency by June 2019.
3. The problem/gap is occurring because of the level of complex and rigorous tasks.
4. If an increase in task complexity and level of rigor would occur, the problem would be reduced by 7% ELA and 4% Math.

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 achieving ELA and Math proficiency will increase from 93% ELA 96% Math proficiency to 100% ELA and Math proficiency, as measured by 2019 FSA Assessment.

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?
Intentionally plan instruction aligned with a high level of rigor by using Marzano’s Taxonomy and Webb’s Depth of Knowledge	Teachers	Weekly
Use data to plan instruction that ensures differentiation and enrichment while scaffolding learning to increase student performance.	Teacher	Weekly
Monitor instructional planning and practices	Admin Team	Weekly

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
Restorative Practices/AVID Strategies	59 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Responsive Teaching	59 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Utilize social media to increase communication with parents; FACEBOOK, Classdojo Parent meetings to communicate school and classroom processes and procedures 	<ul style="list-style-type: none"> L. Gomillion J. Clements All Teachers 	<ul style="list-style-type: none"> Ongoing August 2018
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Provide academic workshops for parents to increase student support at home Provide families/ parents with academic tools/ resources on a regular basis. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> August February
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals 	<ul style="list-style-type: none"> M. Leech 	<ul style="list-style-type: none"> As needed
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Increase positive interaction with parents/families on a regular basis. Utilize focus groups to gather parents and family input for development of school improvement 	<ul style="list-style-type: none"> L. Gomillion W. Coe 	<ul style="list-style-type: none"> Ongoing

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Title I book study- Beyond the Bake Sale	10 SBLT	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Effective communication	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Jessica	Clements	White	Principal
LaShawn	Proctor	Black	Choose an item.
Melissa	Barlow	White	Teacher
Rahchann	Bailey	White	Parent
Kennon	Brooks	White	Parent
Tarrearra	Carter	White	Parent
Tabitha	Davis	Black	Parent
Jason	Davis	White	Parent
Willie	Dyer	Black	Parent
Syrina	Fields	White	Parent
Christina	Heil	White	Parent
Emili	Hoffman	White	Parent
Kasi	Howard	Black	Parent
Maruam	Mohommed	Other	Parent
Djurdjica	Mrkela	Other	Parent
Nadia	Noukhal	Other	Parent
Carrie	Plotick	White	Parent
Heather	Reuscher	White	Parent
Maria	Sapene	White	Parent
Bill	Schleter	White	Parent
Alisha	Yabczanka	White	Parent

SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ 0
	[Describe each support on a separate row]	[0]
	[Describe each support on a separate row]	[0]
2.	Behavioral Support	\$ 0
	[Describe each support on a separate row]	[0]
	[Describe each support on a separate row]	[0]
3.	Materials and Supplies	
	[Insert materials on a separate row]	[0]
	[Insert materials on a separate row]	[0]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	
	TDE for each teacher for collaborative planning and data analysis. Fall and Spring	Click or tap here to enter text.
	[Describe each type on a separate row]	[0]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [3150.00]
	TDE for each teacher for collaborative planning and data analysis. Fall and Spring	\$3150.00]
	[Describe categories on a separate row]	[10]
6.	Other (<i>please list below</i>)	\$ [0]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ \$3150.00]		