



School Improvement Plan SY 2018-19

SEMINOLE ELEMENTARY SCHOOL

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Table of Contents

Continuous Improvement	3
Goals.....	10
Conditions for Learning.....	11
A. ELA/Reading Goal.....	15
B. Mathematics Goal.....	16
C. Science Goal.....	17
E. Healthy Schools Goal.....	19
F. Academic Intervention Goal.....	20
G. STEM Goal.....	22
Subgroups	23
A. Bridging the Gap with Equity for All: Black Students.....	23
B. ESE (As appropriate, based on school data)	25
C. ELL (As appropriate, based on school data)	26
Family and Community Engagement	28
SAC Membership	30
BUDGET / SIP FUNDS	31



Continuous Improvement

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

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

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

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



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Nanette Grasso	SAC Chair:	Tiffani Toth
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School Vision	100% student success
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School Mission	Every child's potential, a reality.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
602	17	53	76	50	406	0

School Grade	2018: C	2017: C	2016: C	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	52	49	66	62	53	46						
Learning Gains All	42	46	49	57								
Learning Gains L25%	40	42	31	35								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Nanette	Grasso	FT	1-3 years
Equity Champion	Chelsea	Gamble	FT	4-10 years
Assistant Principal	Sharon	Wilson	FT	1-3 years
Behavior Specialist	Cathy	Carey	FT	11-20 years
Guidance Counselor	Holly	Schultz	FT	11-20 years
Social Worker	Dominque	Dement	FT	Less than 1 year
Total Instructional Staff:	54		29	



B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in ELA will increase from 52% ELA to 65% ; 66% Math to 75% and 53% Science to 65%

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students performing at or above proficiency will increase from 52% ELA to 65%; 66% Math to 75%, and 53% Science to 65%.

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students performing at or above proficiency will increase from 52% ELA ;66% Math; 53% Science to 65% ELA; 75% Math: 65% Science.



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 (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Lesson Plan Training Data Chats following each assessment period Collaborative planning Weekly PLC’s Walk – Through data Preconference 	Principal Assistant Principal	SBLT Team K-5 teachers	Bi-Weekly on Tuesdays Weekly PLC’s on Wednesdays	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales, Planned and completed student work requiring practice with complex text and its academic language
2.	Tier 3 Problem-solving Team	All Priorities	Monitor instructional implementation of grade level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Data Chats Weekly Collaborative Planning and PLC’s Walkthrough Data 	Principal Assistant Principal	SBLT Team K-5 Teachers	Weekly on Wednesday s and Bi weekly on Tuesdays	<ul style="list-style-type: none"> Lessons aligned to the standards with targets and performance scales identified. MAP and Progress Monitoring 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
				<ul style="list-style-type: none"> • Preconference 				<ul style="list-style-type: none"> • Progression of Learning Standards taught (Scales/Learning Boards) • PLC Conference notes • Student work samples
3.	Equity Team	All Priorities	To hone all instructional skills for the benefit of proficiency in all student sub groups	<ul style="list-style-type: none"> • Training • Lesson planning • Implementation in the classroom 	Equity Champion- Chelsea Gamble	All Instructional Staff members	Pre-school session and monthly Faculty meetings	<ul style="list-style-type: none"> • Lesson plans and classroom materials inclusive of all cultures • Walkthrough and observation data • Training and Faculty Minutes
4.	Child Study Team	All Priorities	To increase the daily rate of attendance	<ul style="list-style-type: none"> • Meetings Bi-weekly • Data studied • Follow ups with students and families • Teacher training and attendance updates 	Beth Kelzer- Social Worker	District Social worker Principal School Social Worker DMT	Bi-weekly on Tuesdays Faculty Meetings monthly	<ul style="list-style-type: none"> • Attendance Data • Attendance Incentive Program • Classrooms announced daily with Perfect Attendance (records)
5.	Kindergarten	All Priorities	Increase the % of students performing at or above grade level as measured by the MAP assessment	<ul style="list-style-type: none"> • Data Chats • Weekly Collaborative Planning and PLC's • JRGR • ELP 	Jennifer Conde	K Team: J. Conde J. Davis L. Horton M. Schuller	Weekly on Wednesdays	<ul style="list-style-type: none"> • Lesson plans aligned to standards. • Targeted lesson plans with performance scales. • MAP and Progress Monitoring 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
	1 st Grade		“	“	Chelsea Gamble	C. Dupre R. Fellows V. Flock C. Gamble	“	<ul style="list-style-type: none"> • Progression of Learning Standards taught – training...and walkthrough and observation data
	2 nd grade		“	“	Kathy Patterson	A. Blanchet K. Luczaj C. Mucerino K. Patterson M. Smith	“	<ul style="list-style-type: none"> • PLC minutes/conference notes • Student work samples
	3 rd grade		“	“	Dawn Poolson	D. Barto A. Carlson J. Kopkau D. Poolson E. Rudolph	“	“
	4 th grade		“	“	Renee Leonard	A. Arnold C. Crose R. Leonard J. Swartz S. Taylor	“	“
	5 th grade		“	“	Vicki Grimm	J. Ellis L. Gorman V. Grimm B. Lentz B. Sadock	“	“



	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
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Priority 1		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team	All Priorities	Increase the percent of students scoring at or above grade level as assessed by MAP and FSA	<ul style="list-style-type: none"> Monthly PBIS meeting Restorative Practice Training Hunter Hawk Award program C2C Assemblies monthly – Citizenship awards 	C. Carey H. Schultz N. Grasso	SBLT K-5 Teachers All staff members	Ongoing daily and monthly meetings and celebrations	<ul style="list-style-type: none"> SBLT minutes Weekly Updates Sign –in sheets Hunter Hawk documentation Monthly newsletters
8.	Family Engagement Team	All Priorities	To increase school-wide/community participation and student engagement	<ul style="list-style-type: none"> Meet Your teacher Open House/Back to School Nights Great American Teach In Curriculum Nights 	Volunteer Co-ordinator: H. Plankey N. Grasso	N. Grasso S. Wilson H. Plankey J. Pope N. Sweet All staff members	At least one meeting per grading period	<ul style="list-style-type: none"> Minutes from the meeting. Volunteer hours documentation Sign-in logs

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 19 referrals received y students during the 17-18 school year; our African American students representing 26% of the referrals written. We expect our performance level to be reduced by 50% and the number of African American students earning referrals to be reduced y 50% as well by the end of 2018-19 school year.
2. The problem/gap in behavior performance is occurring because lack of fidelity and inconsistent usage of the Restorative Practices by all staff members.
3. If If consistant use of Restorative Practices with all students would occur, the problem would be reduced by 50% or more, as evidenced by the number of referrals entered into focus and recored in School Profiles. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by monitoring referrals and prereferrals at weekly meetings and adjusting strategies to meet the needs of all students.

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 black students receiving referrals will decrease from 26% to 12%, as measured by referrals written and as and the data available on the behavior dashboard.

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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • B. Kelzer • N. Grasso • C. Carey • H. Schultz 	<ul style="list-style-type: none"> • August 3 & 6 and monthly
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • B. Kelzer 	<ul style="list-style-type: none"> • June
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • B. Kelzer • N. Grasso 	<ul style="list-style-type: none"> • August 3 & 6 • October 15



	<ul style="list-style-type: none"> • C. Carey • H. Schultz 	<ul style="list-style-type: none"> • Monthly – 3rd Thursday of the month
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • B. Kelzer • C. Carey • H. Schultz 	<ul style="list-style-type: none"> • Pre-school; ongoing through school year; faculty meetings and Teacher training days.
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • N. Grasso • S. Wilson 	<ul style="list-style-type: none"> • Observations and walkthroughs; ongoing throughout the year.
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • C. Carey • H. Schultz 	<ul style="list-style-type: none"> • (weekly)Monday leadership meetings • SLT meetings Bi weekly
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • C. Carey 	<ul style="list-style-type: none"> • Monday Leadership meetings • Monthly Faculty Meetings

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	All instructional staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly Restorative Practice training	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Book studies (TBD) – ESE; PL and PR	Optional for all staff member	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current daily rate of attendance is 94.8%. We expect our performance level to be 97% or better by the end of the 2018-19 school year.
2. The problem/gap in attendance is occurring because initial lack of parents to follow attendance reporting procedures and lack of follow up by staff.
3. If imore timely processes regarding the follow up of student absences would occur, the problem would be reduced by 3% or more.
4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data and CST meetings bimonthly.

5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 6% to 3%, as measured by daily average attendance data.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- 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.	Social Worker	Preschool (on going)
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social worker	Preschool (on going)
Develop and implement attendance incentive programs and competitions.	Social worker	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 administrators	On going
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social worker Administrators	Biweekly - CST
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social worker Administrators	Biweekly - CST
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Social worker Administrators DMT	Biweekly - CST

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
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Attendance expectations and training of proper entry into Focus occurs during preschool meeting	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Preschool training and ongoing faculty meetings – training on the process of contacting parents and the timeline.	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52%, as evidenced in 2018 FSA/ELA.
2. We expect our performance level to be 65% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because the learning gains are not showing adequate progress.
4. If student centered standard-based instruction with rigor would occur, the problem would be reduced by 13 % or more.

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 performing at or above grade level will increase from 52% to 65%, as measured by 2018-2019 FSA.

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

- 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.
- Strengthen staff ability to engage students in complex tasks.
- 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?
Formal and informal observations assessing instruction and using the data as feedback to drive the instruction and make adjustments and for teacher growth.	Administrators	Daily
Utilize Jan Richardson’s Guided Reading Routine (small group instruction at all levels) to meet the needs of all students	Teachers	Daily
Design lessons by scaffolding the difficulty levels; using multiple check points, use of critical questions...building upon each student’s level.	Teachers; curriculum specialist	Daily
PLC’s on a weekly basis including the discussion of student data and to aide in planning instruction.	Teachers	weekly
Intentional lesson planning...aligning high levels of rigor according to Marzano’s Taxonomy y adjusting instruction through the use of talk, task, text and student needs.	Teachers	Weekly/ daily delivery
Multiple opportunities for students to engage in vocabulary in ELA and also across all curriculum areas.	Teachers	Daily

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

- Priority 1
- Priority 2
- Priority 3

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
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Marzano Focused Teacher Evaluation Model	All instructional staff (50 staff members)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Just in Time ELA PD – JRGR focus and standards based instruction	K-5 classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Book study with focus in ELA best practices - TBD	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 66%, as evidenced in FSA/Mathematics.
2. We expect our performance level to be 75% by the end of the 2018-19 school year.
3. The problem/gap is occurring because there is a lack of the students making learning gains.
4. If student centered standard-based instruction would occur, the problem would be reduced by 9 % or more.

5. SMART GOALS:

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

The percent of all students performing at or above proficiency will increase from 66% to 75%, as measured by as measured by 2019 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 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?
Teachers collaborate to collect and implement rigorous tasks aligned to each math standard (Mathematics Formative Assessment System – MFAS) and math tasks from the curriculum guide	N. Grasso S. Wilson K-5 teachers	Daily Math block; PLC’s, Collaborative planning time
Teachers monitor and provide feedback to students to support learning.	N. Grasso S. Wilson K-5 teachers	Daily Math instruction; math journals
Teachers use a variety of math tools and manipulatives as part of the instruction – hands on, high engagement (rulers, counters, number lines, pattern locks, manips...etc) and encourage students voice and choice in solving problems.	N. Grasso S. Wilson Team Leaders K-5 teachers	Daily Math instruction; math journals

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
Just in Time Coaching - TBA	K-5 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ST Math	A.Blanchet (ST Math school rep) K-5 teachers	<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):

- Our current level of performance is 53%, as evidenced in the 2018 SSA.
- We expect our performance level to be 65% by the end of the 2018-19 school year.
- The problem/gap is occurring because previous grade level standards are not transferring to 5th grade.
- If student centered standard-based instruction would occur, the problem would be reduced by 12% or more.

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 performing at or above proficiency will increase from 53% to 65%, as measured by 2019 SSA.

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

- 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.
- Strengthen staff ability to engage students in complex tasks.
- 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?
Regular formal and informal assessments at all levels – utilizing the data to drive the curriculum	N. Grasso S. Wilson Team Leaders K-5 Teachers	Daily Science lock of instruction; Journal reflections
Data used to plan instruction infusing differentiation, interventions and enrichment and scaffolding to increase learning for each student.	N. Grasso S. Wilson Team Leaders K-5 Teachers	Daily Science instruction; journal reflection; PLC's; Collaborative Planning

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
Just in Time Science Coach - TBA	K-5 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
New Science Adoption Training	S. Wilson K-5 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Science Lab Training	Teachers K-5 Lab Managers: V. Grimm A. Arnold A. Carlson K. Patterson	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is eligible for the Bronze, as evidenced in the Alliance for a Healthy Generation and National Healthy schools association.
2. We expect our performance level to be Bronze by the end of the 2018-19 school year.
3. The problem/gap is occurring because the application has not been submitted.
4. If the application was submitted with criteria in full compliance would occur, the problem would be reduced by 100%.

5. SMART GOALS:

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

Our school is eligible with 6 out of 6 modules for the bronze recognition or higher as evidenced in the Alliance for Healthier Generation’s Healthy School’s Program Framework. By April 2019 the application will be submitted.

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.
- 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?
Continue with Healthy Schools Team and monthly meetings	R. Stevens Safety and Wellness committee	Monthly – 2 nd Monday of the month
Complete the Healthy Schools Assessment	Healthy Schools Team	September- April
Implement the Healthy Schools Program Action Plan	Healthy Schools Team	Ongoing
Apply for Recognition	R. Stevens Healthy Schools Team	Complete by April 2019.

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

- other Priority
- 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 All components	R. Stevens - Facilitator	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Faculty training and updates – Healthy Schools Program October Faculty Meeting	R. Stevens	<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 52 %ELA ; 66% Mathematics, as evidenced in 2018 FSA.
2. We expect our performance level to be 65% ELA; 75% Mathematics by the end of the 2018-19 school year.
3. The problem/gap is occurring because there is a lack of students making learning gains in both ELA and Math.
4. If student centered, standard-based instruction with rigor would occur, the problem would be reduced by 10% or more in ELA and Mathematics.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving Level 1 in ready will decrease from 15% to 8%, as measured by FSA.

The percent of all students demonstrating learning/achievement gains will increase from 42% ELA and 49% Math to 52% ELA; 59% in Math, as measured by 2019 FSA.

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy
- 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?
Regular formal and informal assessments at all levels – utilizing the data to drive the curriculum, enrich and reteach and provide research based instruction (Jan Richardson) and leveled reading instruction	S. Wilson K-5 teachers	Daily during reading intervention
Regular formal and informal assessments at all levels – utilizing the data to drive the curriculum, enrich and reteach and provide research based instruction during the ELP times in the areas of Reading and Math.	S. Wilson ELP teachers	Daily during reading & math intervention
During PLC's and Collaborative Planning times review student data and modify, adjust, enrich to drive the curriculum in Reading and Math for the needs of each student.	N. Grasso S. Wilson Team Leaders	Weekly on Wednesdays
Regularly assess (formal and informal) and utilize the data to adjust the curriculum, enriching or reteaching- provide researched based instruction within the school day in the form of small groups.	N. Grasso S. Wilson K-5 Teachers Hourly teachers	Daily Instructional

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



Data Champions Training	N.Grasso S.Wilson K-5 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data study – FSA I-station – ST Math MAP -	S. Whitten C. Marsh C. Bauer; A. Blanchet L. Hansen K-5 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Jan Richardson Guided Reading	Just in Time Coach –TBD K-5 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 53%, as evidenced in 2018 SSA.
2. We expect our performance level to be 65% by the end of the 2019 school year.
3. The problem/gap is occurring because of a lackof previous grade level standard transfer to 5th grade.
4. If student centered, standard-based instruction with rigor would occur, the problem would be reduced by 12%.

5. SMART GOALS:

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

The Choose an item. of 5th grade students SSA score will increase from 53% to 65%, as measured by participation in the 2018-19 SREM academy.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Group and individual project – cooperation/collaborating and discussions activity based instruction	N. Grasso S. Wilson K-5 Teachers	Daily during instruction
Develop teacher capacity for engaging students in complex tasks involving hypothesis testing.	N. Grasso S. Wilson K-5 Teachers	Daily during instruction

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
Just in Time Science Coach - TBD		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
STEM Academy training	STEM instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38% of our African American students performed at or above grade level for ELA and 46% for Math, as evidenced in the 2018 FSA scores.
2. We expect our performance level to be 65% or above in ELA and 75% or above by the end of the 2018-19 school year.
3. The problem/gap is occurring because not enough learning gains have not been made.
4. If student centered, standard-based instruction with rigor would occur, the problem would be reduced by 30% or more.

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 performing at or above grade level expectations will increase from 38% to 65% ELA and from 46% to 75% in Math as measured by 2019 FSA.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Achievement	<input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Choose Strategy	• Increase in African American students performing at or above grade level on MAP and FSA assessments.
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Decrease in African American students discipline incidents/referrals.
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	• Increase in African American students performing at or above grade level on the MAP and FSA assessments.
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•

- 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?
During PLC's and data chats monitor the African American subgroup; target those who qualify for ELP or small intervention groups to increase reading and math proficiency	S. Wilson Team leaders K-5 teachers	Weekly
Monitor weekly I-station and ST Progress for the African American subgroups	S. Wilson K. Scott	weekly
During PLC and/or Collaborative Learning observe the progress of individual assignments/work samples of the students in the African American sub group to help identify those students needing interventions or enrichment.	Classroom Teachers	Wednesday – PLC's and after formative assessments
African American students identified as needing accommodations will work with their teachers to set MAP goals and monitor their progress after each cycle.	S. Wilson Classroom teachers	After each MAP assessment
Identified students will receive reading interventions using the JRGR program and/or small group time with the hourly teachers	Classroom Teachers	Daily
Small group math interventions will be made available to those students in this subgroup based upon proficiency data.	Classroom Teachers	Daily/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
JRGR Training	K-5 th classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 24% in ELA and 28% in Math, as evidenced in 2018 FSA results.
2. We expect our performance level to be 65% in ELA and 75% in Math by the end of the 2018-19 school year.
3. The problem/gap is occurring because lack of learning gains made by the ESE students.
4. If student centered standard-based instruction with rigor would occur, the problem would be reduced by 41% in ELA and 47% 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 achieving ELA and math proficiency will increase from 24% ELA and 28% Math to 65% ELA and 75% Math, as measured by FSA 2018-19 results.

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).

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?
IEP review and data meeting to assure all 504 and IEP goals are being met	H. Schultz – Guidance Counselor	August – pre-school ...ongoing upon legal document dates
Assure schedule is conducive to small group intervention	S. Wilson L. Bell K. Scott A. Rossello B. Volland Hourly teachers	August – preschool and ongoing
Classroom teachers monitor all ESE student data – istation & ST Math	S. Wilson Classroom teachers	weekly

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
ST Math and I station report training	All teachers with ESE students in their classes	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



	<input type="checkbox"/> Priority 3
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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 13% in ELA and 38% in Math, as evidenced in 2018 FSA results.
2. We expect our performance level to be 65% in ELA and 75% in Math by the end of the 2018-19 school year.
3. The problem/gap is occurring because lack of ELL students making learning gains in ELA and Math on the FSA.
4. If student centered standard based instruction with rigor would occur, the problem would be reduced by 52% in ELA and 37% in 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 ELA and Math proficiency will increase from 13% ELA; 38% Math to 65% ELA; 75% math, as measured by FSA.

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen school processes for engaging ELL students and families through meaningful communication.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Analyze ELL access data and review in data chats with classroom teachers	S. Wilson I. Stern	Preschool - August
Increase vocabulary acquisition for ELL students using the PVP on a daily basis.	Classroom teachers with ELL students	Ongoing - daily
Monitor istation data for ELL students	S. Wilson Classroom teachers	weekly
MAP assessments monitored and used for goal setting following each assessment for all ELL students	S. Wilson Classroom teachers	Following each cycle
Parent training sessions for all ELL students/families	I.Stern District ELL assistance	Each semester afternoon and evening sessions
ELL students invited to attend ELP – outreach program established at Buena Vista Apartments (2 days a week after school).	S. Wilson C. Mucerino K Patterson	Tuesday and Thursday after school

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
Pinellas Vocabulary Project	Classroom students of ELL students	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Goal setting using MAP data	Classroom teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> • Conference Nights • <u>Curriculum Nights</u> – Kindergarten parent report explanation • 3rd grade reading and portfolio explanation • 3rd, 4th and 5th FSA explanation of the expectations • ELL students – curriculum explanation in Spanish • School events are communicated through student agendas, School Messenger, School Newsletter, School website, Marquees messages, Peach Jar memo's • PTA and SAC meeting announcements 	<ul style="list-style-type: none"> • Classroom teachers • Administrators • Bilingual assistant 	<ul style="list-style-type: none"> • On going throughout the school year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Grade Level specific conferences and curriculum review events with handouts and curriculum to take. • Make and take Math games; reading activities – Curriculum Night 	<ul style="list-style-type: none"> • N. Grasso • S. Wilson • Classroom Teachers 	<ul style="list-style-type: none"> • August – Open House Nights • Curriculum Nights – October & February • January Kindergarten Round Up
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • Meet Your Teacher event • Honor Roll, Principal's List, BUGS and Perfect Attendance assemblies. • Science Fair Night • SEM (Student Enrichment Model) – showcase Night • Musical performances • PMAC – Multi Cultural Night • Pre K graduation • Kin graduation • 5th grade graduation 	<ul style="list-style-type: none"> • Administrators • All instructional staff • All staff • Science Fair Co-ordinator • V. Grimm and team for SEM • L. Christy – Musicals • A. Rosello & PMAC team 	<ul style="list-style-type: none"> • August – Meet Your Teacher • After each grading period – Honors assemblies • Science Fair – May • Musicals – December, March, May • SEM – May • PMAC - February



<p>4. Intentionally build positive relationships with families and community partners.</p>	<ul style="list-style-type: none"> • C2C assemblies monthly – Students awarded/parents invited. • All Pro Dads • I Mom’s • BUGS awards • Rotary Club student luncheons • Authentic Martial Arts • Good News Club • VFW partnership – Veteran’s Day event • PTA events 	<ul style="list-style-type: none"> • H. Schultz • Teachers and staff • Administrators • PTA association • Volunteer Coordinator – all the partners and events they sponsor 	<ul style="list-style-type: none"> • August- May – monthly events • ongoing
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5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Volunteer training/update – preschool training	Volunteer Liaison/Coordinator – H. Plankey N. Grasso	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Tiffani	Toth	White	Parent
Barbara	Abbott	White	Parent
Heather	Plankey	White	Support Employee
Nina	All	White	Business/Community
Sharon	Wilson	Black	Other Instructional Employee
Rosa	Ramirez	Hispanic	Parent
Raiza	Ramirez Gonzalez	Hispanic	Parent
Melodie	Stiles	White	Parent
Chelsea	Gamble	White	Teacher
Nina	Sweet	White	Parent
Nanette	Grasso	White	Principal
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource. *Budgeted amounts are approximations.*

Budget Categories		Amount
1. Academic Support		\$ Click or tap here to enter text.
	[Tier 2 & Tier 3 interventions within the school day using JRGR Routine and Leveled Literacy Instruction (LLI)]	Click or tap here to enter text.
	Ready Florida – intervention Reading curriculum for interventions and small group	Click or tap here to enter text.
2. Behavioral Support		\$ [Insert amount for category]
]	[Insert Amount]
	Click or tap here to enter text.	[Insert Amount]
3. Materials and Supplies		\$ [Insert amount for category]
	[Science Boards]	[Insert Amount]
	Click or tap here to enter text.	[Insert Amount]
4. Employee Expenses (i.e., travel, registration fees, etc.)		\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)		\$ [Insert amount for category]
	Just in Time Curriculum training – TDE’s	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6. Other (please list below)		\$ [Insert amount for category]
	[Technology accessories – head phones; keys, parts]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [estimated SIP Budg\$3078.00]		