



# School Improvement Plan SY 2018-19

## SEVENTY-FOURTH ST. ELEMENTARY

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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

<b>Principal:</b>	Donna Gehringer	<b>SAC Chair:</b>	Dawn Bohler
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<b>School Vision</b>	74 <sup>th</sup> Street Elementary is committed to 100% student success through nurturing lifelong learners that value education.
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<b>School Mission</b>	The mission of <b>Seventy-Fourth Street Elementary</b> is to set high expectations and celebrate student success in our community of learners to create an environment of maximum student achievement.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
570	33	78	123	35	301	0

<b>School Grade</b>	<b>2018:</b> C	<b>2017:</b> C	<b>2016:</b> C	<b>Title I</b>	YES
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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 %
<b>Proficiency All</b>	45	43	46	52	34	46						
<b>Learning Gains All</b>	49	48	35	48								
<b>Learning Gains L25%</b>	44	45	37	37								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Donna	Gehringer	FT	1-3 years
Equity Champion	Jennifer	Ovalle	FT	1-3 years
ESE	Jennifer	Bachnik	FT	11-20 years
ELL	Karen	Booher	FT	4-10 years
Climate and Culture	Jackie	Burns	FT	1-3 years
Assistant Principal	Kurt	Wyne	FT	4-10 years
Behavior Specialist	Anna	Patterson	FT	20+ years
Kindergarten Teacher	Shannon	Bluett	FT	1-3 years
First Grade Teacher	Deena	Santiago	FT	4-10 years
Second Grade Teacher	Lina	Pearson	FT	4-10 years
Third Grade Teacher	Jennifer	Cocio	FT	4-10 years
Fourth Grade Teacher	Erin	Brokensha	FT	1-3 years
Fifth Grade Teacher	Staci	Cundiff	FT	4-10 years



ESE Teacher	Renee	Hall	FT	20+ years
Specialist-Art Teacher	Dawn	Anderson	FT	20+ years
ESE Teacher	Nancy	Lowry	FT	20+ years
<b>Total Instructional Staff:</b>	<b>45</b>	<b>Total Support Staff:</b>	<b>36</b>	

### 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 will increase from 43% to 50% Additionally, students in the lowest 25% will receive targeted differentiated instruction built into lesson plans to increase their growth from 44% to 50% in ELA and from 37% to 50% in Math.

#### 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 achieving proficiency will increase from 43% to 50%

#### 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 achieving proficiency will increase from 43% to 50%



## 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"> <li>• Training on student centered instruction with rigor</li> <li>• Training on Formative Assessment</li> <li>• Weekly planning with Coaches</li> <li>• Monitor Tier 3 Data</li> </ul>	Principal	Principal and Assistant Principal, Team Leaders, Student Services Team	Weekly	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards, with targets and performance scales</li> <li>• Formative Assessments will have a class average of 70%</li> <li>• Walkthrough data and lesson plans will reflect student centered instruction with rigor</li> </ul>
4.	Child Study Team	All Priorities	Monitor and provide incentives for increased attendance, behavior and academic performance	<ul style="list-style-type: none"> <li>• Through weekly meetings</li> <li>• Monitor Tier 3 Data</li> </ul>	Social Worker	Social Worker Principal Assistant Principal MTSS Coach Behavior Coach Behavior Specialist Psychologist Guidance	Weekly	<ul style="list-style-type: none"> <li>• Agenda and Minutes from meeting</li> <li>• An increase in daily attendance</li> <li>• Decrease in behavior issues</li> <li>• Students going through the Tier system</li> </ul>



	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
5.	Team Leaders	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency and support other teachers on the team  Lead PLC, Data review and collaborative planning with team	<ul style="list-style-type: none"> <li>Through weekly meetings</li> </ul>	Team Leader of each grade	Teachers on grade level team with academic Content Coaches	Weekly	<ul style="list-style-type: none"> <li>PLC notes</li> <li>Increase in Formative Assessment scores</li> </ul>
6.	Literacy Leadership Team	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> <li>Through monthly meetings</li> </ul>	Literacy Coach	Principal, Literacy Coach, selected grade level teachers	Monthly	<ul style="list-style-type: none"> <li>Agenda and Minutes from meeting</li> <li>Literacy Coach will monitor Formative Assessments</li> <li>An increase of family involvement trainings will support our student performance</li> </ul>
8.	Family Engagement Team	All Priorities	To increase family involvement in school-based activities and events	<ul style="list-style-type: none"> <li>Through monthly events and meetings</li> </ul>	Family Engagement Team Leader	Principal, Academic Coach, selected grade level teachers	Monthly	<ul style="list-style-type: none"> <li>Agenda and Minutes from meeting</li> <li>Attendance of families at events</li> <li>Survey results from families</li> </ul>
9.	AVID Team	All Priorities	To increase the use of AVID strategies and implementation of those strategies	<ul style="list-style-type: none"> <li>Through monthly meetings and presentations to staff</li> </ul>	AVID grade level Team members	Principal, grade level Team members	Monthly	<ul style="list-style-type: none"> <li>Agenda and Minutes from meeting</li> <li>Use of AVID strategies in the school</li> </ul>



## 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:** Referral rate of all students

#### REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 52 referrals for the 2017/18 school year. We expect the number of referrals to be reduced by 50%.
2. The problem/gap in behavior performance is occurring because Restorative Practices were not fully implemented with fidelity.
3. If full implementation with fidelity would occur, the problem would be reduced by 50%, as evidenced by a decrease in the amount of referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by meeting with teachers and staff on a quarterly basis.

#### 5. SMART GOAL:

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

The number of all students receiving referrals will decrease from 52 to 26, as measured by school discipline data.

#### 6. STRATEGIES:

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

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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> <li>• Donna Gehringer</li> <li>• Jackie Burns</li> <li>• Donna Katsiyiannis</li> <li>• Shannon Bluett</li> </ul>	<ul style="list-style-type: none"> <li>• July</li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Jackie Burns, Behavior Coach</li> </ul>	<ul style="list-style-type: none"> <li>• June</li> </ul>
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>• Jackie Burns</li> </ul>	<ul style="list-style-type: none"> <li>• August</li> </ul>
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>• Jackie Burns</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>• Donna Gehringer and Jackie Burns</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> <li>• Jackie Burns and Anna Patterson</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Jackie Burns and Anna Patterson</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>



**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
Monthly Restorative Practice/SEL training during PLC	Jackie Burns, Behavior Coach Anna Patterson, Behavior Specialist Grade Level Teachers-50 people participating	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice Training-12 hours	All classroom teachers, all other Instructional Personnel, Assistants working directly with students, Student Services Team-75 people participating	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PBIS Training for newly hired teachers and teachers new to 74 <sup>th</sup> Street Elementary- preschool and quarterly throughout the year	Jackie Burns, Behavior Coach Anna Patterson, Behavior Specialist New Teachers-Newly Hired and New to 74 <sup>th</sup> Street- 7 people attending	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## B. Conditions for Learning: Attendance

### REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 93%. We expect our performance level to be 95% by May 2019.
2. The problem/gap in attendance is occurring because of Medical illness and lack of transportation (based on parent survey).
3. If additional family resources would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring our attendance data bi-monthly.

### 5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 5% to 2% as evidenced by attendance dashboard 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.

### 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	Pre-school and on-going
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker	August
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	On-going
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social Worker, CST team	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social Worker, CST team	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Social Worker, DMT, 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 learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
In Pre-school teachers will be trained on attendance taking procedures on how to report pending absences	Social worker, teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Throughout the year, Social worker will discuss attendance trends and pertinent topics	Social worker, teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW: ELA FSA**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 45%, as evidenced in FSA.
2. We expect our performance level to be 55% by May 2019.
3. The problem/gap is occurring because teachers need additional training in higher order questioning and creating complex tasks.
4. If additional training would occur, the problem would be reduced by increase knowledge and proficiency in higher order questioning and creating complex tasks.

**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 45% to 57%, as measured by FSA.

The percent of the lowest 25% achieving ELA proficiency will increase from 44% to 50% as measured by FSA.

The percent of overall ELA gains will increase from 49% to 57% 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.
- 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?
Weekly collaborative planning with ELA Coach	ELA Coach	weekly
Training teachers on higher level questioning and complex tasks	ELA Coach	monthly
The use of coaching cycles with ELA Coach to model and provide feedback	ELA Coach	On-going throughout the school year
Using formative assessments to plan and drive instruction	ELA Coach	On-going throughout the school year
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	ELA Coach and Teachers	weekly
Design lessons on a trajectory of difficulty to ensure all students achieve learning gains (ie., Lowest 25%, ELL, ESE, overall student gains)	ELA Coach and Teachers	weekly
Use cycle and diagnostic data to inform academic vocabulary gaming and additional learning experiences	ELA Coach and Teachers	After each testing cycle

**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
Training on Complex tasks and diagnosing reading deficiencies and prescribing the right interventions for each student.	ELA Coach and grade level teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on Higher Level Questioning	ELA Coach and grade level teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on Formative Assessments	ELA Coach and grade level teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

## B. Mathematics Goal

### DATA SOURCES TO REVIEW: Math FSA

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 46%, as evidenced in FSA.
2. We expect our performance level to be 55% by May 2019.
3. The problem/gap is occurring because teachers need additional training in higher order questioning and creating complex tasks.
4. If additional training would occur, the problem would be reduced by increase knowledge and proficiency in higher order questioning and creating complex tasks.

#### 5. SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 46% to 55%, 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.
- 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?
Weekly collaborative planning with Math Coach	Math Coach	weekly
Training teachers on higher level questioning and complex tasks	Math Coach	monthly
The use of coaching cycles with Math Coach to model and provide feedback	Math Coach	On-going throughout the school year

#### 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
Training on Complex tasks	Math Coach and grade level teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on Higher Level Questioning	Math Coach and grade level teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on Formative Assessments	Math Coach and grade level teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**C. Science Goal**

**DATA SOURCES TO REVIEW:** *Science FCAT*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 34%, as evidenced in FCAT.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because teachers need additional training in higher order questioning and creating complex tasks. .
4. If additional training would occur, the problem would be reduced by increase knowledge and proficiency in higher order questioning and creating complex tasks..

**5. SMART GOALS:**

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

The percent of all students achieving science proficiency will increase from 34% to 50%, as measured by FCAT.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.

**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?
Monthly collaborative planning with Just in Time Science Coach	Science Just in Time Coach	monthly
Training teachers on higher level questioning and complex tasks	Content Coaches	monthly
The use of coaching cycles with Science Coach to model and provide feedback	Science Just in Time Coach	On-going throughout the school year
Utilize cycle and diagnostic data to inform the 3 <sup>rd</sup> /4 <sup>th</sup> grade review plan for 5 <sup>th</sup> grade student	Classroom Teachers	August
Monitor the Science Lab through walkthroughs and pre and post tests	Administrators, Classroom Teachers	Weekly walkthroughs and after pre and post tests

**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
Training on Complex tasks	Content Coaches and grade level teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on Higher Level Questioning	Content Coaches and grade level teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## E. Healthy Schools Goal

**DATA SOURCES TO REVIEW:** *Healthy Schools Program Assessment*

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 2 out of 6, as evidenced in Healthy Schools Program assessment.
2. We expect our performance level to be 3 out of 6 by May 2019.
3. The problem/gap is occurring because time is limited to share information and implement action steps.
4. If time lines were put in place and adhered to, our score on the assessment would improve by at least one level.

**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 will be healthier from our school getting a 2 out of 6 to a 3 out of 6 by the Healthy Schools Program Assessment.

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

- The Healthy Schools team will review the Healthy Schools program assessment and identify areas of improvement.

**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?
Work with Cafeteria Manager and HPO to ensure the Healthy Schools program assessment improvements occur	Assistant Principal and Wellness Coordinator	On-going
Institute programs and activities to meet our Wellness goals to increase staff and student physical and mental fitness	Wellness Champion	On-going

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
At the beginning of the year Healthy Schools goals will be shared with staff.	Assistant Principal and Wellness Coordinator	<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:** Referral rates of Black students

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is that our black population received 32% of the referrals, as evidenced in the total number of referrals.
2. We expect our performance level to be that our black population will receive 15% or less of our total number of referrals by May 2019.
3. The problem/gap is occurring because lack of knowledge of culturally relevant strategies.
4. If training would occur, the problem would be reduced by 50%.

**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 38% to 50%, 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 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"/> 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.	<ul style="list-style-type: none"> <li>An increase in achievement levels of black students on FSA</li> <li>An increase in teacher knowledge of culturally relevant strategies for black students</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Increase the number of Black students in the gifted and talented classes within our school.</li> </ul>
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> <li>A decrease in black student referrals</li> <li>The number of black student referrals will be in proportion to our black student population</li> </ul>
ESE Identification	<input type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Ensure that black students are receiving appropriate supports from the district to increase FSA proficiency.</li> </ul>
		<ul style="list-style-type: none"> <li></li> </ul>



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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implementation of culturally relevant strategies (6 M's)	ELA Coach	Pre-school and on-going
Mentoring	Staff	Throughout the year
Check in, Check out program	Behavior Coach	Throughout the year

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
Training on culturally relevant strategies (6 M's)	Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Training embedded throughout PLC's	ELA Coach, Behavior Coach	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW: FSA**

**REFLECTION (4 Step Problem Solving):**

1. Our current level of performance is 19%, as evidenced in FSA.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because ESE students are not learning foundational skills needed to engage in rigorous academic tasks.
4. If training for teachers would occur, the student achievement would be improve by 31% on the FSA.

**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 proficiency will increase from 19% to 50%, 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 ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

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

Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ESE teachers will collaboratively plan on a weekly basis with the ELA and Math Coaches	ELA and Math Coach	Weekly
Utilize County ESE Supervisors/trainers to provide teachers with training on best practices for teaching foundational skills	Principal	On-going throughout the year
The use of coaching cycles with Content Coaches to model and provide feedback	Content Coaches	On-going throughout the year

**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
Training on rigorous grade-level content in the Least Restrictive Environment	Content Coaches and ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on students reaching mastery of IEP Goals	County ESE trainers, Compliance Diagnostician, ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. ELL (As appropriate, based on school data)**

**DATA SOURCES TO REVIEW:** ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 26%, as evidenced in FSA.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because students need more differentiated instruction that scaffold their learning.
4. If teachers receive targeted training , students' scores on the FSA will improve.

**5. SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 26% to 50%, 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.
- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

**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?
Conduct intentional periodic Data Chats to look specifically at ELL students' data to drive instruction by differentiating their instruction	Assistant Principal, ELL Teacher and ELL Assistant	After each testing cycle
Collaboratively plan with the Content Coaches and the ELL Teacher and ELL Assistant to provide lessons to meet the needs of ELL students	Content Coaches, ELL Teacher and ELL Assistant	Bi-monthly

**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
Classroom teachers will receive professional development on effective high-yield strategies for ELL students	Classroom Teachers, Content Coaches, ELL Teacher and ELL Assistant	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom teachers will use standards-based planning during PLC's to provide rigorous lesson appropriate for ELL students and their needs	Classroom Teachers, Content Coaches, ELL Teacher and ELL Assistant	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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"> <li>Student led conferences</li> <li>Utilize social media to increase communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Connect to Success program</li> <li>Provide academic workshops for parents to increase support at home.</li> <li>Provide families with academic resources on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Donna Gehringer, Principal</li> <li>Carrie Esposito, LMT</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Provide families opportunities for trainings</li> <li>Utilize student services to provide families and students with resources, tools, triage support, outside agency referrals</li> </ul>	<ul style="list-style-type: none"> <li>Social Worker,</li> <li>Donna Gehringer, Principal</li> <li>Nicole Tikkanen, Community Involvement Liaison</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Develop and implement activities to build respect and trust between home and school</li> </ul>	<ul style="list-style-type: none"> <li>Family Involvement School Committee</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>

### 5. MONITORING:

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

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Family Involvement Committee is attending Hooked on Family Engagement Conference in November	Donna Gehringer, Principal Staci Cundiff, Teacher Francheska Deal, Teacher Nicole Tikkanen, Community Involvement Liaison Shelby Gottschalk, Teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Train staff on family involvement strategies	Donna Gehringer, Principal Staci Cundiff, Teacher Francheska Deal, Teacher Nicole Tikkanen, Community Involvement Liaison Shelby Gottschalk, Teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



# Family and Community Engagement

Family Involvement Committee attends High Impact Classroom Family Engagement Training	Donna Gehringer, Principal Staci Cundiff, Teacher Francheska Deal, Teacher Nicole Tikkanen, Community Involvement Liaison Shelby Gottschalk, Teacher	X Priority 1 X Priority 2 Priority 3
Monthly staff training on how to interact with families and increase family involvement between home and school	Family Involvement School Committee	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Donna	Gehringer	White	Principal
Dawn	Bohler	White	Parent
Eva	Cano-Fernandez	Hispanic	Support Employee
Mit	Ravel	Asian	Parent
Donna	Katsiyiannis	White	Teacher
Joshua	Vanaman	White	Teacher
Dorrelle	McMiller	Black	Parent
Van	Ho	Asian	Parent
Amanda	Haygood	Black	Parent
Arsenio	Alvarez-Fumero	Hispanic	Parent
Rosa	Vargas	Hispanic	Parent
Christina	Sellaro	White	Parent
Cheryl	Williams	Black	Business/Community
		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
<b>1.</b>	<b>Academic Support</b>	<b>\$ [300]</b>
	Math manipulatives to support Number Talks or High Yield Strategies	\$ 300
	[Describe each support on a separate row]	[Insert Amount]
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ [175]</b>
	Behavior incentives to increase student attendance and improve referral rate	\$ 175
	[Describe each support on a separate row]	[Insert Amount]
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ [600]</b>
	Book of the Grading Period for each classroom to promote literacy and a positive schoolwide culture	\$ 500
	Schoolwide posters of PBS and classroom management	\$ 100
<b>4.</b>	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5.</b>	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	<b>\$ [1,800]</b>
	TDE's for teachers to attend ½ day PLC's or outside of school hours training with our Content Coaches	\$ 1,500
	TDE's for teachers to visit other schools to observe classrooms	\$ 300
<b>6.</b>	<b>Other (please list below)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ 2, 875</b>		