



School Improvement Plan SY 2018-19

SHORE ACRES ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Nina A Pollauf	SAC Chair:	Beth Willis
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School Vision	<i>Succeed Achieve Educate</i> 100% Student Success
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School Mission	<i>The Mission of SAE is...</i> to provide a rigorous educational program to prepare students to be life-long learners and productive citizens.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
643	18	108	79	22	415	1

School Grade	2018: C	2017: B	2016: B	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	54	56	61	62	58	56						
Learning Gains All	43	59	62	74								
Learning Gains L25%	29	60	39	44								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Nina	Pollauf	FT	1-3 years
Assistant Principal	Kristin	Waechter	FT	1-3 years
School Counselor	Melanie	Every	FT	1-3 years
Equity Champion	Ben	Williams	FT	1-3 years
Psychologist	Delia	Burglund	PT	1-3 years
Social Worker	Angela	Tuckett	PT	1-3 years
PD Facilitator	Mariel	Kiefel	FT	4-10 years
Team Leaders				
Total Instructional Staff:	51	Total Support Staff:	30	



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 will increase from 54% to 59% in FSA Reading, from 61% to 66% in FSA Math and from 58% to 63% in FSA Science. [Click or tap here to enter text.](#)

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 making learning gains will increase from 43% to 50% in FSA Reading and from 62% to 67% in FSA Math.

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching, then the percent of all students making gains in our L25 will increase from 29% to 50% in FSA Reading and from 39% to 50% in FSA Math.



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 and Tier 2/3 progress to increase student MAP/FSA proficiency	<ul style="list-style-type: none"> • Training on Lesson Planning Resources • Preconference • Weekly Tier 2/3 progress reviews • Weekly instructional reports, • Prep PLC agendas 	Principal	Assistant Principal School Psychologist School Counselor Teachers	Weekly on Thursday	<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.	Leadership Team	All Priorities	Monitor implementation of standards-based planning that is student-centered with rigor and includes culturally responsive practices to	<ul style="list-style-type: none"> • Training on Lesson Planning Resources • Analyze data results • Explore cultural and social barriers that impact learning • Targeted PD on culturally 	Principal	Assistant Principal School Counselor Equity Champion Grade Level Team Leaders	Monthly on Wednesday	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales • Planned and completed student work requiring practice with



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates ?	Who participates?	When does it occur?	Evidence that it is occurring
			<i>increase student MAP/FSA proficiency</i>	<i>responsive practices</i>				<i>complex text and its academic language</i> <ul style="list-style-type: none"> <i>Instructional Walk-thrus with feedback</i>
3.	Child Study Team	All Priorities	<i>Monitor student attendance and EWS data to increase student attendance rates and increase MAP/FSA proficiency</i>	<ul style="list-style-type: none"> <i>Address students having missed 10% or more days</i> <i>Look for attendance code trends</i> <i>Complete the PSW for Attendance quarterly</i> <i>Attendance letters</i> <i>Attendance incentive programs</i> 	<i>School Social Worker</i>	<i>Principal Assistant Principal School Counselor Teachers</i>	<i>Bi-monthly on Thursday</i>	<ul style="list-style-type: none"> <i>Bi-monthly attendance reports</i> <i>Monthly CST data reports</i> <i>End of year attendance data</i> <i>CST Minutes</i>
4.	Grade Level PLCs	All Priorities	<i>Monitor implementation of standards-based planning that is student-centered with rigor and includes culturally responsive practices to assist students in reaching academic goals and increase student MAP/FSA proficiency</i>	<ul style="list-style-type: none"> <i>Training on Lesson Planning Resources</i> <i>Review student work</i> <i>Monitor class, individual student and grade level assessment results</i> <i>Identify areas of strengths and weaknesses</i> <i>Share best practice strategies</i> 	<i>Team Leader</i>	<i>Principal Assistant Principal School Counselor Teachers</i>	<i>Weekly on Thursday</i>	<ul style="list-style-type: none"> <i>Lesson plans aligned to standards, with targets and performance scales</i> <i>Planned and completed student work requiring practice with complex text and its academic language</i> <i>Weekly PLC Reports</i>



	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.	PBIS Team	Priority 3	Monitor implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP) and Social Emotional Learning (SEL) to increase social/emotional capacity and build relationships and community	<ul style="list-style-type: none"> Align SEL with Restorative Practices Explore cultural and social barriers that impact learning Provide Restorative Practices PD Conduct Morning Meetings Practice Mindfulness 	Assistant Principal (school level trainer)	Principal Equity Champion School Counselor Lead Teachers	Monthly on Wednesday	<ul style="list-style-type: none"> Decreased number of disciplinary infractions Decreased number of discipline referrals generated Increased student MAP/FSA proficiency
6.	Safety Committee	Priority 3	Monitor site-safety concerns and the implementation of the School Emergency and Preparation Plan to increase campus safety and security.	<ul style="list-style-type: none"> Review accident reports and address any safety concerns Develop School Emergency and Preparation Plan Train staff and students in emergency procedures Plan, practice and monitor emergency drills 	School Security Officer (SSO)	Principal Assistant Principal School Counselor HPO Lead Teacher PE Teacher	Monthly on Tuesday	<ul style="list-style-type: none"> Site-Safety Team Minutes Decreased number of Student Safety/Accident Reports
7.	Family Engagement Team	All Priorities	Build stronger connections with families and link those efforts to	<ul style="list-style-type: none"> Pre-School Meet & Greet Back to School Night Curriculum events 	Principal	Committee Chairs PTA Board Healthy	Monthly on Wednesday	<ul style="list-style-type: none"> Informational flyers Messenger call log Newsletter distributions



	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>student learning outcomes.</i>	<ul style="list-style-type: none"> • <i>Parent Portal</i> • <i>Walk-n-Roll to School days</i> • <i>School Messenger calls</i> • <i>Student agendas</i> • <i>Newsletters</i> • <i>PTA/SAC meetings</i> • <i>Parent/teacher conferences</i> 				<ul style="list-style-type: none"> • <i>Parent Portal log-ins</i> • <i>PTA/SAC minutes</i> • <i>Sign-in sheets</i>
8.	Healthy Schools Team	Priority 3	<i>Maintain eligibility for national recognition and maintain our silver status with Alliance for Healthier Generation.</i>	<ul style="list-style-type: none"> • <i>Review all assessment items to determine the items within the 6 modules to improve</i> • <i>Develop an action plan for those items</i> 	<i>Teacher Leader</i>	<i>Principal Assistant Principal PE Teacher Parents Students Cafeteria Manager Wellness Champion</i>	<i>Monthly on Wednesday</i>	<ul style="list-style-type: none"> • <i>Healthy Schools Program Assessment</i> • <i>National recognition of Silver Status</i>

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 is 54% of our students achieved proficiency in Reading, 61% achieved proficiency in Math and 58% achieved proficiency in Science. 43% made gains overall in Reading and 62% made gains overall in Math. 29% of our L25 made gains in Reading and 39% of our L25 made gains in Math. We expect our performance level to be 59% of our students achieving proficiency in Reading, 66% achieving proficiency in Math and 63% achieving proficiency in Science. We expect 55% of our students to make gains overall in reading and 67% to make gains overall in math. In addition we expect 50% of our L25 students to make gains in both Reading and Math.
2. The problem/gap in performance is occurring because high-leverage strategies which ensure differentiation, intervention and enrichment while scaffolding learning were not being implemented consistently and with fidelity.
3. If high-leverage strategies which ensure differentiation, intervention and enrichment while scaffolding learning were implemented consistently and with fidelity, the percent of students achieving proficiency would increase by 5% in Reading, 5% in Math and 5% in Science. Overall gains would increase by 12% in Reading and 5% in Math and gains in our L25 would increase by 21% in reading and 11% in math as evidenced by the spring FSA. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by formative assessment, MAP and spring FSA data
5. **SMART GOAL:**

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

The percent of all students making learning gains overall will increase from 43% to 50% in Reading and from 62% to 67% in Math. Gains in our L25 will increase from 29% to 50% in Reading and from 39% to 50% in Math, as measured by spring FSA.

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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • PBIS Team 	<ul style="list-style-type: none"> • June 2018
Ensure at least one staff member attends and becomes is a certified Trainer of RP and Equity	<ul style="list-style-type: none"> • Assistant Principal • Equity Champion 	<ul style="list-style-type: none"> • July 2018



Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> RP Trainer/PBIS Team 	<ul style="list-style-type: none"> August 2018
Conduct learning opportunities.	<ul style="list-style-type: none"> RP Certified Trainer Equity Champion ProEd Facilitator 	<ul style="list-style-type: none"> August-May
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	<ul style="list-style-type: none"> Instructional Staff 	<ul style="list-style-type: none"> Weekly
Design lessons on a trajectory of difficulty with multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students' needs.	<ul style="list-style-type: none"> Instructional Staff 	<ul style="list-style-type: none"> Weekly
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Monthly
Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> MTSS 	<ul style="list-style-type: none"> Weekly
Update school-wide plan. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> PBIS Team 	<ul style="list-style-type: none"> Monthly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<i>Marzano Focused Instructional Model</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Restorative Approaches and SEL</i>	<i>Instructional/Support Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Culturally Responsive Instructional Strategies</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>School-Wide PBIS Plan Implementation</i>	<i>Instructional/Support Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Mental Health</i>	<i>Instructional Staff Administration</i>	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

- Our current attendance rate is 14% of all students are missing more than 10% of school. We expect our performance level to be 7% of all students are missing more than 10% of school by completing the PSW for Attendance and looking for attendance code trends.



2. The problem/gap in attendance is occurring because school attendance is not a priority for some families .
3. If we implemented Tier 2 and 3 plans for student specific needs, the problem would be reduced by utilizing attendance letters that include graphs comparing absences of peers.
4. We will analyze and review our data for effective implementation of our strategies on a bi-weekly basis .

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 14% to 7%, as measured 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.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	<i>School Social Worker</i>	<i>August and January</i>
<i>Develop and implement attendance incentive programs and competitions.</i>	<i>Child Study Team</i>	<i>August</i>
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	<i>School Social Worker</i>	<i>August</i>
<i>Review data and effectiveness of school-wide attendance strategies.</i>	<i>Child Study Team</i>	<i>Bi-weekly</i>
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness</i>	<i>Child Study Team</i>	<i>Bi-weekly</i>
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	<i>School Social Worker</i>	<i>Monthly</i>

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
<i>MTSS Process Review</i>	<i>Instructional Staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Attendance Process Review</i>	<i>Instructional Staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Attendance Entry Codes Review</i>	<i>Instructional Staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43% of our students made ELA gains and 29% of our L-25 made gains. The percentage of students making gains overall decreased by 16 percentage points and the students in our L-25 making gains decreased by 31 percentage points as evidenced in the 2018 FSA ELA test results,.
2. We expect our performance level to be 50% of our students making gains overall and 50% making gains in our L-25 by FSA 2019.
3. The problem/gap is occurring because standards-based instructional planning and data analyzation to differentiate and scaffold instruction is not currently meeting the needs of each student, most importantly the lowest 25%.
4. If differentiated instruction and scaffolding based on standards and data would occur, the problem would be reduced by 7% in overall gains and 15% in the L-25.

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 making gains in ELA will increase from 43% to 55%, and from 29% to 50% in our L25 as measured by FSA ELA 2019.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Use data to intentionally plan instruction aligned with a high level of rigor by using Marzano’s Taxonomy and adjust instruction through the use of talk, task, text and student needs to ensure differentiation, intervention and enrichment while scaffolding learning to increase student performance.</i>	<i>Instructional Staff</i>	<i>Weekly PLCs</i>
<i>Foster an environment of cooperation and collaboration amongst students including partner reading, discussions and group reading and writing projects where students regularly give each other supportive and helpful feedback and students’ conversations with each other lead them to return to work with new direction.</i>	<i>Instructional Staff</i>	<i>Daily</i>
<i>While students are practicing, teachers observe, take notes and confer with students in individual or small groups to probe for understanding and provide targeted, actionable feedback.</i>	<i>Instructional Staff</i>	<i>Daily</i>
<i>Strengthen teacher’s capacity to provide struggling readers with intensive interventions to supplement their core instruction.</i>	<i>Instructional Staff</i>	<i>On-going</i>

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



Subgroup Goals

- 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
<i>Marzano Focus Model</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>AVID CRT</i>	<i>Instructional Staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Culturally Responsive Teaching and the Brain (Book Study)</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Curriculum Meetings</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>MAP Growth Reports</i>	<i>Instructional Staff Administration</i>	<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 61% proficiency in math, 62% math gains and 39% math L-25 gains. The percentage of proficient students decreased by 1 percentage point. The percentage of students making gains overall decreased by 7 percentage points and the students in our L-25 making gains decreased by 5 percentage points , as evidenced in the 2018 FSA math test results,.
2. We expect our performance level to be 66% proficiency, 67% making gains overall and 50% making gains in our L-25 by FSA 2019.
3. The problem/gap is occurring because standards-based instructional planning and data analyzation to differentiate and scaffold instruction is not currently meeting the needs of each student, most importantly the lowest 25%.
4. If differentiated instruction and scaffolding based on standards and data would occur, the problem would be reduced by 5% overall, 5% in gains and 11% in the L-25%.

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 61% to 66%, as measured by FSA Math 2019.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS)	Instructional Staff	Weekly PLCs
Use lesson planning tools to plan purposeful questions based on anticipated student solutions and misconceptions.	Instructional Staff	Weekly PLCs
Implement daily Numbers Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the mathematics block to increase number sense and flexibility.	Instructional Staff	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



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<i>Marzano Focused Instructional Model</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Culturally Responsive Instructional Strategies</i>	<i>Instructional Staff Administration</i>	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>AVID CRT</i>	<i>Instructional Staff</i>	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Curriculum Meetings</i>	<i>Instructional Staff Administration</i>	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Just in Time Coaching</i>	<i>Identified Instructional Staff</i>	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 58% proficiency in science. The percentage of students achieving proficiency increased by only 2 percentage points, as evidenced in the 2018 FSA Science test results.
2. We expect our performance level to be 63% proficiency, an increase of 5% in science by FSA science 2019.
3. The problem/gap is occurring because standards-based instructional planning and data analyzation to differentiate and scaffold instruction is not currently meeting the needs of each student.
4. If differentiated instruction and scaffolding based on standards and data would occur, the problem would be reduced by 5%.

5. SMART GOALS:

The percent of all students achieving science proficiency will increase from 58% to 63%, as measured by FSA Science 2019.

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.
- 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?
<i>Utilize diagnostic data to identify instructional resources to support the on-going review and expansion of learning with an emphasis on informational text and academic vocabulary.</i>	<i>Instructional Staff</i>	<i>August</i>
<i>Develop teacher capacity to organize for and engage students in complex tasks involving hypothesis generation and testing.</i>	<i>Instructional Staff Administration</i>	<i>On-going</i>
<i>Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model and includes appropriate grade-level utilization of science labs in alignment with the Standards.</i>	<i>Instructional Staff</i>	<i>Weekly PLCs</i>

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
<i>Marzano Focused Instructional Model</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Culturally Responsive Instructional Strategies</i>	<i>Instructional Staff Administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Curriculum Meetings</i>	<i>Instructional Staff Administration</i>	<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 Healthy School Goal – Maintain Silver Level recognition with the Alliance for a Healthier Generation. Increase the overall health and wellbeing among students and staff while working toward maintaining Silver Level recognition with the Alliance for a Healthier Generation. Provide opportunities for students to increase their physical activity through scheduled recess. Fitness-gram to track student fitness growth – pre-and post-testing. Advise staff of district health initiatives, as evidenced in scheduled recess (master schedule), Fitness-gram data and national recognition in 6 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules, as evidenced in our Alliance for a Healthier Generation status
2. We expect our performance level to be Silver status with the Alliance for a Healthier Generation by April 2019.
3. The problem/gap is occurring because [Click or tap here to enter text..](#)
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness our school would have a greater opportunity to remain eligible for recognition.

5. SMART GOALS:

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

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

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Principal	August 2018
Attend district supported professional development	Healthy School Team	August 2018 –April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition	Healthy School Team	Complete by April 1, 2019



Subgroup Goals

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

- Priority 1 Priority 2 Other

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team	<input checked="" type="checkbox"/> Other Priority
Healthy School Team D: Celebrations Component #20530	Healthy School Team	<input checked="" type="checkbox"/> Other Priority



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is one active STEM Academy servicing 20 students or 6%, as evidenced in school participation list.
2. We expect our performance level to be two active STEM Academies servicing 40 students or 13% by September 2018.
3. The problem/gap is occurring because of the limited number of staff members willing to sponsor a STEM Academy.
4. If a variety of models were offered to staff (co-teach, shadowing, etc.), the problem would be reduced by 50%.

5. SMART GOALS:

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

The number of all students participating in STEM Academy activities will increase from 6% to 13%, as measured by school participation data.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Offer instructional staff a variety of STEM ELP models</i>	<i>Administration</i>	<i>August-September</i>
<i>Encourage classroom environments that are collaborative and are designed as student centered.</i>	<i>Administration</i>	<i>On-going</i>
<i>Planning intentionally with increased rigor – Use of DBQ and anticipated questioning in lessons. Monitoring of plans by the administrator</i>	<i>Instructional Staff Administration</i>	<i>On-going</i>
<i>Use of strategies from AVID CRT.</i>	<i>Instructional Staff Administration</i>	<i>On-going</i>
<i>Monitor the STEM rosters and academic growth of students</i>	<i>Administration STEM sponsors</i>	<i>On-going</i>

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
		<input 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 75% (34) students in our black population in grades 3-5 scored either a level 1 or level 2 on FSA ELA. Also, 71% (32) of students in our black population in grades 3-5 scored either a level 1 or level 2 on FSA Math, as evidenced in our 2018 FSA test results. This resulted in a 35% gap for ELA and a 40% gap for Math.
2. We expect our performance level to decrease the percentage of students in our Black population scoring a level 1 or a level 2 in FSA ELA and FSA Math by a minimum of 20% in both subject areas.
3. The problem/gap is occurring because current instructional practices are not meeting the needs of culturally diverse students.
4. If culturally responsive instruction would occur, the problem would be reduced by 20% on the 2019 FSA in both ELA and Math.

5. SMART GOALS:

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

The percent of black students scoring proficiency will increase from 36% on FSA ELA and 39% on FSA Math to 59% on FSA ELA and 66% on FSA Math, as measured by the 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	<ul style="list-style-type: none"> •
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> • Increased student connectedness with school and enhanced learning • Increased ownership of learning in students • An environment that is both intellectually and socially safe. • Students are provided authentic opportunities to process content
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.	<ul style="list-style-type: none"> • Implementation of restorative justice to manage conflicts and redirect negative behavior.



Subgroup Goals

	<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"> An environment that is both intellectually and socially safe. Expected Impact staff will have opportunities to learn more specific strategies associated with SEL and transfer this into their classrooms and interactions with students.
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Students that are identified will receive interventions consistently and with fidelity.
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">

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?
<i>AVID CRT attending Training</i>	<i>Instructional Staff</i>	<i>Summer 2018</i>
<i>Restorative Practices Training</i>	<i>Instructional Staff/ Administration</i>	<i>Summer 2018</i>
<i>PBIS/ RP/SEL Training</i>	<i>Instructional Staff/ Administration</i>	<i>Summer 2018</i>
<i>Equity Champion Training</i>	<i>Equity Champion</i>	<i>Summer 2018</i>

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
<i>PLC's</i>	<i>All instructional staff and administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Faculty Meetings, Curriculum Meetings and MTSS/SBLT Meetings</i>	<i>All instructional staff and administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Culturally Responsive Instructional Strategies</i>	<i>All instructional staff and administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>MAP Growth Reports</i>	<i>All instructional staff and administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>JR Guided Reading Routine</i>	<i>Instructional staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Marzano Focused Instructional Model</i>	<i>Instructional staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is out of 43 students with disabilities in grades 3-5 that took the FSA, 19% (6) made a years' worth of growth in ELA and 35% (11) made a years' worth of growth in Math, as evidenced in our 2018 FSA test results.
2. We expect our performance level to be minimum of 50% of the ESE students participating in FSA to gain at least one years' worth of growth by the spring of 2019.
3. The problem/gap is occurring because rigorous instruction based on grade level standards was inconsistent.
4. If consistent, rigorous instruction based on grade level standards would occur, the problem would be reduced by 20%.

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 a years' worth of growth will increase from 19% to 39% on ELA FSA and from 35% to 55% on Math FSA, as measured by the 2019 FSA test.

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

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>AVID CRT attending Training</i>	<i>Instructional Staff</i>	<i>Summer 2018</i>
<i>Restorative Practices Training</i>	<i>Instructional Staff/ Administration</i>	<i>Summer 2018</i>
<i>PBIS/ RP/SEL Training</i>	<i>Instructional Staff/ Administration</i>	<i>Summer 2018</i>
<i>Equity Champion Training</i>	<i>Instructional Staff</i>	<i>Summer 2018</i>

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



Subgroup Goals

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
<i>Restorative Practice/PBIS/AVID CRT Trainings</i>	<i>All instructional staff and administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Faculty Meetings, Curriculum Meetings and MTSS/SBLT Meetings</i>	<i>All instructional staff and administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>PLC's</i>	<i>All instructional staff and administration</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Culturally Responsive Instructional Strategies</i>	<i>Instructional Staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Map Growth Reports</i>	<i>Instructional Staff</i>	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 53 students participate in gifted education in grades 3-5. Of these, 96% (51) achieved proficiency in ELA and 94% (50) achieved proficiency in Math, as evidenced in 2018 FSA test scores.
2. We expect our performance level to be 100% proficiency in both reading and math by Spring 2019.
3. The problem/gap is occurring because students may need increased rigor and transfer of strategies within the gifted classroom as well as in the general education classroom..
4. If increased rigor and transfer of strategies within the gifted classroom, as well as the general-ed classroom, would occur, the problem would be reduced by 4% in ELA and 6% in Math.

5. SMART GOALS:

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

The percent of gifted students achieving proficiency on both the ELA and Math FSA will increase from 96% on ELA FSA and 94% on Math FSA to 100% on both ELA and Math, as measured by the 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 gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)

- Strengthen staff ability to engage students in complex tasks.
- 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 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?
Provide all instructional staff training in the Marzano Focused Model in order to assist in planning for rigor and differentiation,	Principal/ Teachers of Gifted Studies	Ongoing
Provide all instructional staff training in AVID CRT to enhance differentiation	Principal/ Teachers of Gifted Studies	Ongoing
Offer opportunities for teachers of gifted studies to attend training to support the above strategies including differentiation for the gifted learner.	Principal/ Teachers of Gifted Studies	Ongoing

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
Marzano Focused Model	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

School Improvement Plan 2018-19

<i>AVID CRT</i>	<i>All instructional staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Professional development that supports the development of differentiation for the Gifted Learner.</i>	<i>Teachers of Gifted Studies</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> • Student agendas • Monthly newsletters • School website • PTA Facebook page. • School Messenger Calls • Parent Portal • Parent/Teacher Conferences • Phone calls, emails, text messages. • PTA/SAC meetings • Open House • Teacher "Meet-n-Greet" 	<ul style="list-style-type: none"> • Teachers • Media/Technology Sp. • PTA President • Administration 	<ul style="list-style-type: none"> • On-going
2. Provide academic tips and tools to support families in their child's learning at home.	<ul style="list-style-type: none"> • Parent Portal • ELP academic websites • ELP tutoring/clubs • "At Home" learning materials • Academic make-n-take nights • Family Engagement nights 	<ul style="list-style-type: none"> • Teachers • Media/Technology Sp. • PTA 	<ul style="list-style-type: none"> • On-going
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • IEP meetings • MTSS meetings • Parent/Teacher conferences 	<ul style="list-style-type: none"> • Teachers • ESE teachers • School Psychologist • School Social Worker 	<ul style="list-style-type: none"> • On-going
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> • Trunk-or-Treat • I Moms Breakfasts • All-Pro Dads Breakfasts • Book Fairs • Academic Family Nights • School Tours (2X per month) • Volunteers 	<ul style="list-style-type: none"> • PTA • Media/Technology Specialist • Teachers 	<ul style="list-style-type: none"> • On-going

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
<i>High Impact Classrooms</i>	<i>Instructional Staff</i>	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Beth	Willis	White	Parent
Katie	Fader	White	Parent
Stephanie	Cox	White	Parent
Christine	Brunner	White	Parent
Kelly	Olson	White	Parent
Danielle	Hamilton	Black	Business/Community
Nina	Pollauf	Hispanic	Principal
Melanie	Flowers	Black	Teacher
Patti	Byler	White	Teacher
Dawn	Sims	White	Support Employee
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: 8/21/2018 No



BUDGET / SIP FUNDS

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

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [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 (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [Insert total estimated SIP Budget]		