



# School Improvement Plan SY 2018-19

## SKYCREST ELEMENTARY SCHOOL

Michael A. Grego, Ed.D.  
Superintendent  
Pinellas County Schools

## Table of Contents

<b>Continuous Improvement</b> .....	<b>3</b>
<b>Goals</b> .....	<b>11</b>
A. ELA/Reading Goal .....	15
B. Mathematics Goal.....	17
C. Science Goal.....	19
E. Healthy Schools Goal .....	21
G. STEM Goal .....	22
<b>Subgroups</b> .....	<b>23</b>
A. Bridging the Gap with Equity for All: Black Students.....	23
B. ESE (As appropriate, based on school data) .....	25
C. ELL (As appropriate, based on school data).....	26
D. Gender (As appropriate, based on school data) .....	28
E. Gifted (As appropriate, based on school data) .....	29
<b>Family and Community Engagement</b> .....	<b>30</b>
<b>SAC Membership</b> .....	<b>32</b>
<b>BUDGET / SIP FUNDS</b> .....	<b>33</b>



## 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>	Eliza Defant	<b>SAC Chair:</b>	Carolyn Kingsley
-------------------	--------------	-------------------	------------------

<b>School Vision</b>	The vision of Skycrest Elementary School is to ensure that each and every child makes yearly learning gains by providing a high quality, engaging, cooperative, and hands-on learning experience.
----------------------	---

<b>School Mission</b>	Educate and prepare students for college, career and life.
-----------------------	--

### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
620	13	84	365	24	134	0

<b>School Grade</b>	<b>2018:</b> C	<b>2017:</b> C	<b>2016:</b> C	<b>Title I</b>	YES
---------------------	-------------------	-------------------	-------------------	----------------	-----

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>	41	40	52	57	48	49						
<b>Learning Gains All</b>	53	48	44	58								
<b>Learning Gains L25%</b>	48	52	33	42								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Eliza	Defant	FT	4-10 years
ELL Teacher	Melva	Murphy	FT	11-20 years
Guidance Counselor	Jennifer	Hopkins-Flory	FT	11-20 years
Assistant Principal				
MTSS Coach	Michelle	Ladd	FT	11-20 years
Social Worker	Amber	Hackett	FT	1-3 years
Primary Teacher/Teacher Leader	Bonnie	Ruby	FT	11-20 years
Primary Teacher	Monett	Rice	FT	4-10 years
Intermediate Teacher/ Teacher Leader	Christine	Bates	FT	4-10 years



Intermediate Teacher/ Teacher Leader	Rebecca	Stuart	FT	11-20 years
Primary Teacher	Kelly	Hall	FT	1-3 years
Primary Teacher	Cathy	Sparks	FT	4-10 years
Intermediate Teacher/ Equity Champion	Gloria	Latorre-Quiros	FT	1-3 years
Intermediate Teacher/Connect for Success Liaison	Susanne	Ryckman	FT	11-20 years
<b>Total Instructional Staff:</b>	<b>54</b>	<b>Total Support Staff:</b>	<b>20</b>	

### 1. Priority 1: Climate and Culture

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students achieving proficiency will increase from 41% to 57% in ELA, 52% to 62% in Mathematics, and 48% to 58% in Science.

### 2. Priority 2: Collaborative Standards-based planning

**Priority 2 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 41% to 57% in ELA, 52% to 62% in Mathematics, and 48% to 58% in Science.

### 3. Priority 3: Student-Centered with Rigor

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving learning gains will increase from 53% to 57% in ELA and 44% to 50% in Mathematics.



**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.

	<b>School-based Team</b>	<b>Priority Alignment</b>	<b>Why are you doing it?</b>	<b>How are you executing?</b>	<b>Who facilitates?</b>	<b>Who participates?</b>	<b>When does it occur?</b>	<b>Evidence that it is occurring</b>
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT <i>(using MTSS Framework)</i>	All Priorities	Monitor the instructional core to increase student proficiency and learning gains.	<ul style="list-style-type: none"> <li>Share observation data (walkthroughs, PLCs, collaborative planning, intervention checks, classroom culture, and learning walks)</li> <li>Review ongoing formative assessment data</li> <li>Review student progress in the lowest 35%</li> </ul>	MTSS Coach	Principal Assistant Principal Psychologist Social Worker Guidance counselor ESE teacher leader ESOL teacher leader	2 times per month	<ul style="list-style-type: none"> <li>Collaborative Planning observations and minutes/notes-Ensure that interim and formative assessments align to the level of rigor called for by the Florida State Standards</li> <li>Data Reports and Action Plans-Reviewing individual student data (growth according to MAP) and</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
				<p>percent in each grade level</p> <ul style="list-style-type: none"> <li>Review class growth data by teacher and grade level</li> </ul>				<p>create action plans</p> <ul style="list-style-type: none"> <li>Data Reports and Action Plans-Class data by teacher (percent of students meeting or exceeding projected proficiency according to NWEA MAP)</li> </ul>
2.	Tier 3 Problem-solving Team (embedded in SBLT)	All Priorities	Monitor instructional interventions to close the achievement gap to increase student proficiency and learning gains.	<ul style="list-style-type: none"> <li>Review individual academic/behavior data</li> <li>Monitor and modify (if needed) student Tier 2 or Tier 3 interventions</li> </ul>	<p>Psychologist</p> <p>MTSS Coach</p>	<p>Principal Assistant</p> <p>Principal</p> <p>MTSS Coach</p> <p>Social Worker</p> <p>Guidance counselor</p> <p>ESE teacher leader</p> <p>ESOL teacher leader</p>	2 times per month	<ul style="list-style-type: none"> <li>OPM data spreadsheet</li> <li>Observation data</li> <li>Meeting minutes/notes</li> <li>Action Plans</li> </ul>
3.	Equity Team	All Priorities	Support a school-led effort to create a strong, sustainable and effective Equity Team to advance racial equity.	<ul style="list-style-type: none"> <li>On-going Professional Development</li> <li>Daily class meetings in all grade levels</li> <li>Model and share Culturally</li> </ul>	<p>Guidance Counselor</p> <p>Equity Champion teacher leader</p> <p>Administrators</p>	All staff	<p><b>Monthly</b></p> <p>(Professional Development and modeling of Culturally Relevant Teaching)</p>	<ul style="list-style-type: none"> <li>Professional Development Minutes/Notes</li> <li>Surveys</li> <li>Observation Data</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
				Relevant Teaching strategies			g Strategies).  <b>Daily</b> (Class Meetings and Culturally Relevant Teaching Strategies)  Equity Champions Cohort Training	
4.	Child Study Team	Priority 1	Monitor student attendance to ensure time is maximized to learn grade-level standards. This will increase student proficiency and learning gains.	<ul style="list-style-type: none"> <li>Monitoring students with 10% or more absences and tardies</li> <li>Monitor attendance codes in Focus</li> <li>Maintain communication with families</li> </ul>	Assistant Principal and Social Worker	Guidance Counselor Social Worker District attendance specialist MTSS coach	2 times per month	<ul style="list-style-type: none"> <li>School Profile attendance data</li> <li>Problem solving worksheet</li> <li>Meeting minutes</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Building the capacity of teacher leaders.	<ul style="list-style-type: none"> <li>Book study, case studies, and videos</li> <li>Professional Development in rigorous instruction aligned to the Florida</li> </ul>	Administrators	Teacher Leaders	Monthly	<ul style="list-style-type: none"> <li>Meeting minutes/notes</li> <li>Observation data</li> <li>Student performance data</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
				State Assessment				
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Same as SBLT						
7.	PBIS Team	All Priorities	Ensure a safe learning environment to increase and ensure student academic and behavioral success.	<ul style="list-style-type: none"> <li>Review behavioral incident reports and referrals</li> <li>Review individual student check-in and check-out progress</li> <li>Professional Development in Social Emotional Learning</li> </ul>	Guidance Counselor Assistant Principal	Teacher leaders Psychologist Guidance Counselor MTSS Coach Assistant Principal Principal	Monthly	<ul style="list-style-type: none"> <li>Behavioral Data (School's Profile and internal data)</li> <li>Meeting minutes/notes</li> <li>Observation data</li> </ul>
8.	Family Engagement Team	All Priorities	Educate, empower, and support families to enable them to effectively reinforce learning and healthy development of their child.	<ul style="list-style-type: none"> <li>Calendar and advertise Family Engagement Nights</li> <li>Ensure parent engagement nights are linked to learning and improving</li> </ul>	Teacher Leaders	Staff	Monthly	<ul style="list-style-type: none"> <li>Attendance (sign-in sheets)</li> <li>Surveys</li> <li>Calendar of Family Engagement Events</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
				student success <ul style="list-style-type: none"> <li>• Provide flexible days and times for family engagement events</li> </ul>				
9.	Safety Team	Priority 1	Monitor and provide a safe environment for all students and staff.	<ul style="list-style-type: none"> <li>• Monitor and report all safety hazards</li> <li>• Conduct practice Emergency drills</li> <li>• Monitor student arrival and dismissal</li> <li>• Monitor and revise, as needed, Crisis Plan and Classroom Emergency Plans</li> </ul>	Administrators Safety and Security Officer	HPO Administrator Safety and Security Officer Teacher leader	Once per month	<ul style="list-style-type: none"> <li>• Meeting minutes/notes</li> <li>• Observation data</li> <li>• Surveys (AdvancED survey)</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, Measurable, Actionable, Realistic, and Timely).

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

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

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

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



Conditions for Learning

**A. Climate and Culture**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance in school-wide behavior is Black students have a 5.66 risk ratio of receiving one or more behavioral referrals. We expect our performance level to decrease to a risk ratio of 3.50 by May 2019.
2. The problem/gap in behavior performance is occurring because there is a high amount of students who display behaviors of physical aggression.
3. If additional and continuous professional development in Restorative Practices would occur, the problem would be reduced by developing student’s awareness of community connection as evidence by restorative practices research from IIRP, as evidenced by a decrease in Behavioral Incident Reports.
4. We will analyze and review our data for effective implementation of our strategies by November, 2018.

**5. SMART GOAL:**

The risk ratio for Black students receiving referrals will decrease from 5.66 to 3.50, as measured by the end of the year ODR data from the School Profile Dashboard.

**6. STRATEGIES:**

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

- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

**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 Social Emotional Learning (SEL): Principal, Guidance Counselor, Primary Teacher Leaders, Intermediate Teacher Leaders	<ul style="list-style-type: none"> <li>• Principal, Guidance Counselor, 3 Restorative Practice Team (RPT) teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• June 2018</li> </ul>
Guidance Counselor attends and becomes a certified Trainer of Restorative Practices (RP) 6/4 and 6/6 training dates.	<ul style="list-style-type: none"> <li>• Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• July 2018</li> </ul>
All instructional staff RP and Circles training on 8/9, 8/22, 9/12, 9/26, 10/10, and 10/15	<ul style="list-style-type: none"> <li>• Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• August-October 2018</li> </ul>
Restorative Question cards available in the front office in Spanish and English.	<ul style="list-style-type: none"> <li>• Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• August-May 2019</li> </ul>
Monitor and support staff for implementation of morning meetings with fidelity.	<ul style="list-style-type: none"> <li>• Principal/Asst. Principal</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>



Increased use of community building circles that develop relationships to prevent problem behaviors (80% of circle time).	<ul style="list-style-type: none"> <li>Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>August-May 2019</li> </ul>
Update school-wide plan on a bi-monthly basis. <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>Positive Behavior Interventions and Supports (PBIS) Team</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
Continuation of Restorative Practices parent night.	<ul style="list-style-type: none"> <li>Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>
Review student and teacher data on bi-weekly basis for trends and next steps.	<ul style="list-style-type: none"> <li>School Based Leadership Team (SBLT)</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
Establish systems to consistently review and revise the vision, mission, and values with a broad group of stakeholders.	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>
College and career aspirations are a visible part of students' everyday experience in school.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
Ensure that all adults are trained to identify and support students in need of non-classroom-based supports.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
Provide formal and informal professional development to teachers and staff to improve their understanding of how their own worldviews inform their interpretation of the world.	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</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
Restorative Practices- Part 1: 6 hours -review compass of shame, social discipline window, types of circles, and the foundations of RP.	Instructional staff- 54	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices Part 2: 6 hours-Discuss the meaning of restorative practice, how to consider restorative practices within the classroom setting, and planning lessons for SEL implementation.	Instructional staff-54	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equity for Excellence Training	Instructional staff-10	<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):**

1. Our current attendance rate is 95% for all students. We expect our performance level to be 97% by May 2019.
2. The problem/gap in attendance is occurring because families experience homelessness, planned family trips, unplanned emergencies, illness, or student health concerns.
3. If Parental education in the area of attendance would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by November, 2018.

**5. SMART GOAL:**

The percent of all students attending school 90% of the time will increase from 86% to 90%, as measured by School’s Profile Attendance data.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.

**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.	Child Study Team	Bi-monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Amber Hackett	Quarterly
Develop and implement attendance incentive programs and competitions.	Child Study Team	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Classroom Teachers/ PTA	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team	Bi-monthly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team and PBIS Team	Bi-monthly (Child Study Team) and monthly (PBIS Team)
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Gloria Hancock (DMT) and Classroom 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
Attendance Research	Instruction staff -54	<input checked="" type="checkbox"/> Priority 1
School Attendance Procedures and Processes	Instructional Staff - 54	<input checked="" type="checkbox"/> Priority 1



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 41%, as evidenced in the 2017-18 Florida State Assessment (FSA).
2. We expect our performance level to be 57% by May 2019.
3. The problem/gap is occurring because students need more time to practice independent reading while receiving feedback from the classroom teacher.
4. If increased reading stamina and practice would occur, the problem would be reduced by 16%.

**5. SMART GOALS:**

The percent of all students achieving ELA proficiency will increase from 41% to 57%, as measured by the Florida State Assessment (May 2019). In addition, the percent of all students making learning gains will increase from 53% to 57%, more specifically the percent of students in the lowest 25 percent will increase their learning gains from 48% to 50% as measured by the Florida State Assessment (May 2019).

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

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

**6. 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?
Build community utilizing Restorative Practices	Teachers	Daily
Establish processes for classroom routines	Teachers	Daily
Regularly assess (formally and informally) and utilize data to modify and adjust instruction	Teachers	Daily
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Teachers	Daily
While students are practicing, staff observes, takes notes and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback.	Teachers	Daily
Utilize Jan Richardson’s Guided Reading Routine (as well as other small group methods) to meet the unique needs of students	Teachers	Daily
Strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning. Helping students persevere with challenging tasks.	Teachers	Daily
Progress monitor all L35 students using iStation ISIP and On-Demand assessments.	Teachers	Twice per month



Conduct data chats with all L25 students using various data.	Administrators	Twice per month
Conduct random ELA Intervention fidelity checks (all grade levels) to monitor small group instruction to ensure the appropriate interventions are being implemented as indicated on PMPs.	MTSS Coach	Weekly
Prioritize and personally invite all L35s (grades 3-5) to Extended Learning Programs and monitor attendance to those programs.	Teachers and Administrators	Monthly
Teachers train students and families on the usage of the Personalized Learning Pathway (grades 3-5)	Teachers – Grades 3-5	Once per semester

**7. 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

**8. 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
Literacy Footprints and/or Jan Richardson Guided Reading	All instructional staff- 54	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
MPIs embedded with Thinking Maps - Instructional Staff Developers	All Instructional Staff- 54	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity for Excellence	Teacher Leaders- 10	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	All Instructional Staff- 54	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Universal Design for Learning	All Instructional Staff- 54	<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 52% proficiency, as evidenced in the 2017-18 Florida State Assessment (FSA) .
2. We expect our performance level to be 62% by May 2018.
3. The problem/gap is occurring because students are low performing in Number and Operations and Fractions, as well as Measurement Data and Geometry.
4. If teachers planned for and delivered more culturally relevant teaching strategies and differentiated instruction in Mathematics, the problem would be reduced by 10%.

**5. SMART GOALS:**

The percent of all students achieving math proficiency will increase from 52% to 62%, as measured by Florida State Assessment (FSA). In addition, the percent of all students making learning gains will increase from 44% to 50%, more specifically the percent of students in the lowest 25 percent will increase their learning gains from 33% to 50% as measured by the Florida State Assessment (May 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.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize the mathematics unit assessments in Unify. They will use the assessments during unit planning and analyze the data by standard to help plan for corrective teaching.	Teachers	Monthly during grade level PLCs and collaborative planning sessions
Administrators and teachers engage in mathematics-focused learning walks using district provided walkthrough tools.	Data Champion Team members	Quarterly
Teachers will plan purposeful high yield number routines based on anticipated student solutions and misconceptions.	Teachers	Twice weekly
Teachers will include culturally relevant teaching strategies in daily math lesson plans (using 6M's and/or AVID culturally relevant teaching strategies).	Teachers	Daily
Conduct individual or small group data chats with all L25 students.	Administrators	Twice per month
Conference with each and every student after each MAP cycle assessment to review results, create action steps, and share ways they can help at home.	Teachers	3 times a year
Prioritize and personally invite all L35s (grades 3-5) to Extended Learning Programs and monitor attendance to those programs, especially ST Math Club to increase each student's ST Math Percentile of completion.	Teachers and Administrators	Monthly



Teachers train students and families on the usage of the Personalized Learning Pathway (grades 3-5) and/or Khan Academy using updated MAP assessment data.	Teachers	Once per semester
--	----------	-------------------

**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
Modeling/Drawing with Mathematics	Teachers - 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity with Excellence	All staff- 10	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Culturally Relevant Teaching Strategies training	Teachers- 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Staff development in the use of the District Instructional Support Model instrument during Learning Walks	Data Champion team members- 10	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Continue facilitating the use of the unit assessments in Unify during planning and analyzing the data by standard for their class and across the grade level.	Teachers- 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. Science Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 48% proficiency, as evidenced in the 2017-2018 Science State Assessment (SSA).
2. We expect our performance level to be 58% by May 2019.
3. The problem/gap is occurring because they do not recall 3<sup>rd</sup> and 4<sup>th</sup> grade Science Standards.
4. If content review would occur, the problem would be reduced by 10%.

**1. SMART GOALS:**

The percent of 5th grade students achieving science proficiency will increase from 48% to 58%, as measured by the 2018-2019 Science State Assessment (SSA).

**2. 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 identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.

**3. 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?
Ensure students take diagnostic assessment in August and utilize item analysis strategies to identify lowest 3rd and 4th grade standards for Life, Physical, Earth and NOS to support planning and differentiation for students.	Teacher	August, 2018
Teachers utilize assessments in Unify during planning utilizing the 'Differentiated Resources' section in the curriculum guides to identify instructional supports for students for both intervention and enrichment.	Teacher	Ongoing
Develop (by October) and implement an instructional review routine of ongoing support in 3rd and 4th grade standards.	Teacher	October, 2018
Teachers monitor and provide feedback to students to support learning inclusive of the 'Confirming the Learning' portion of the instructional model and student conferencing opportunities.	Teacher	Ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth.	Administrators	Ongoing
Monitor of the science lab through walkthroughs and pre/post-tests.	Administrators	Ongoing

**4. 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



**5. 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
Professional development using Thinking Maps with a focus on content and vocabulary.	Teachers- 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development in “Confirming the Learning” portion of the instructional model and of conferring practices.	Teachers- 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development in Nature of Science planning and delivery of instruction and hands-on investigation.	Teachers- 50	<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 GOLD, as evidenced in Alliance for a Healthier Generation’s Healthy Schools Program.
2. We expect our performance level to be GOLD (6 out of 6 modules) by April 2019.
3. The problem/gap is occurring because No problem or gap.
4. If our healthy school team would continue to monitor the implementation of administrative guidelines for wellness, our school would maintain GOLD status and continue to be eligible for recognition.

**5. SMART GOALS:**

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

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

- Implement Healthy Activities/options for students and staff throughout the year.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Continue Healthy School Team meeting monthly to update their calendar/action plan and then share outcomes and results with staff.	Wellness Coordinator Healthy School Team	October 2018– April 2019
Share goals/outcomes with families so that they are motivated to participate and advocate a healthier lifestyle to students.	Wellness Coordinator Healthy School Team	October 2018– April 2019
Involve PTA in supporting some of the activities as a connection to families.	Wellness Coordinator Healthy School Team PTA President	October 2018– April 2019

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attend two healthy school teams training	Wellness Coordinator	<input checked="" type="checkbox"/> Priority 1 <input 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



**G. STEM Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 70 students are enrolled in STEM academies, as evidenced in the school and district participation data.
2. We expect our performance level to be 80 students by October 2018.
3. The problem/gap is occurring because students attending STEM also attend Extended Learning Programs (ELP) for other subject areas.
4. If better scheduling for STEM and ELP would occur, the problem would be reduced by 10 students.

**5. SMART GOALS:**

The number of all students participating in STEM academies will increase from 70 students to 80 students, as measured by School and district participation data.

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

- Enhance access to opportunities for students to engage in advanced acceleration coursework.
- Strengthen implementation of career academies to support student engagement, learning and project-based instruction.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Create a tutoring schedule first followed by a STEM schedule to ensure that students needing acceleration in STEM can participate in both activities.	Assistant Principal	August 2018, January 2019
Include a STEM night for families to support the program.	STEM Coordinators	October 2018
Utilize FSA data and NWEA MAP to select students who would benefit from acceleration in Mathematics and Science.	MTSS Coach	September 2018

**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
Attend 3 District STEM trainings throughout the year	STEM coordinator- 4	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<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 26 % of Black students are proficient in ELA and 35 % in Math achievement, as evidence in the 2017-2018 Florida State Assessment.
2. We expect our performance level for Black students to be 41 % proficient in ELA and 52 % Math according to the 2018-2019 FSA.
3. The problem/gap is occurring because Black students, primarily in grades K-2, are arriving with learning gaps that are not being met with interventions and/or differentiated instruction.
4. If the appropriate interventions and differentiated instruction would occur, Black student achievement would increase in Math and ELA.

**SMART GOALS:**

The percent of black students achieving proficiency will increase from 26% to 41% in ELA and 35% to 52% in Math by May 2019.

**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	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"> <li>• Students will remain engaged and find the classroom climate as a fair and safe place to learn resulting in higher engagement and learning gains and proficiency.</li> </ul>
Student Achievement	<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.  Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans  Choose an item.	<ul style="list-style-type: none"> <li>• Primary teachers will meet to plan for rigor at weekly PLCs and integrate Culturally Relevant Teaching strategies resulting in black student engagement and success in intermediate testing results.</li> <li>• Students will remain engaged and find the classroom climate as a fair and safe place to learn resulting in higher engagement and learning gains and proficiency.</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	<ul style="list-style-type: none"> <li>• An established process to invite blacks students, K-2nd, to attend the Extended Learning Program to support students who need to learn and re-learn key skills and standards which will increase retention of skills and student</li> </ul>



		scores once students arrive in intermediate grades.
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.	Implement Restorative Practice protocols and language as an expectation to promote a climate of continuous self-improvement will result in improved pass rates and engagement for black learners.
ESE Identification	<input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. Choose an item.	<ul style="list-style-type: none"> <li>Students will not be over identified as EBD resulting in an awareness to misidentify students and encourage a climate of vigorous training for school staff on providing accurate resources to meet the needs of black learners.</li> </ul>
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants.	<ul style="list-style-type: none"> <li>A diverse staff will build a more inclusive culture for both staff, parents and students resulting in better communication and parent involvement.</li> </ul>

5. **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

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

# of teachers, leaders trained as Equity Champions training facilitators	WHO is leading this step?	WHEN is it occurring?
Increase the number of teachers, leaders trained as Equity Champions.	Equity Champion	9/12/18 to 10/10/18
Start grade level PLCs with Culturally Relevant Teaching strategies and planning for standards aligned activities	MTSS Coach	Weekly

7. **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
Equity with Excellence	All staff- 10	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Relevant Instruction	Teachers- 50	<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 12% ELA and 29 % Math proficiency, as evidenced in the 2017-2018 Florida State Assessment (FSA).
2. We expect our performance level to be 35% proficient in ELA and 45% in Math by May 2019.
3. The problem/gap is occurring because there is a lack of planned and delivered differentiated instruction.
4. If planning and delivering differentiated instruction would occur, the problem would be reduced by 23% in ELA and 16% in Math.

**5. SMART GOALS:**

The percent of ESE students achieving ELA and Math proficiency will increase from 13% to 35% in ELA and 30% to 40% in Math, as measured by the 2018-2019 Florida State Assessment (FSA). In addition, the percent of ESE students achieving science proficiency will increase from 20% to 35% as measured by the Science State Assessment (SSA).

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.

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

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Implement a process for placing students require ESE services In master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	ESE teachers Assistant Principal	Pre-school (May 2018)- Planned for 2018-19 school year
Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.	ESE teachers and Classroom teachers	Weekly
Conduct monthly data chats with administration to ensure students are making adequate progress toward their goals.	ESE teachers and Administrators	Monthly

**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.)*

<b>Professional Learning Description</b>	<b>Participants</b> (number and job titles)	<b>Priority Alignment</b>
<b>Marzano Focused Model Training</b>	<b>All staff- 67</b>	<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 31% in ELA and 51% in Mathematics, as evidenced in the 2017-2018 Florida State Assessment (FSA).
2. We expect our performance level to be 41% in ELA and 61% in Mathematics by May 2019.
3. The problem/gap is occurring because EL students are deficient in vocabulary and comprehension.
4. If increase instruction in vocabulary and comprehension would occur, the problem would be reduced by 5%.

**5. SMART GOALS:**

The percent of ELL students achieving ELA proficiency will increase from 31% to 41% and Math proficiency from 51% to 61% as measured by the 2018-2019 Florida State Assessment (FSA). In addition, ELL students will increase from 20% to 40% as measured by the 2018-2019 Florida State Assessment (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.)*

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

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

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Utilize and monitor the implementation of Can Do Name Charts in the planning and practice within all (1 <sup>st</sup> - 5 <sup>th</sup> )classes to ensure the instruction matches the needs to ELs and scaffolding provides an appropriate entry- point for grade-level content with ongoing student feedback.	Teachers	Ongoing
Explicitly teach, develop and model high-level English Language and content specific vocabulary throughout the school day by all staff.	Teachers	Ongoing
Monitor the lesson planning and classroom implementation of effective lessons that engage ELs in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practices in support English learners.	Teachers	Ongoing
Provide regularly opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.	Teachers	Ongoing
Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English Learners to advance learning and language development across all content areas.	Teachers	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
Equity and Excellence Training	All staff- 10	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development using Thinking Maps with a focus on content and vocabulary.	Teachers- 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development in differentiated instruction/scaffolding using the differentiated resources in the curriculum guides.	Teachers- 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development in Can Do Name Charts, use of Go To Strategies, and Model Performance Indicators for EL Learners.	Teachers- 50	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2
Professional development in how to utilize the Model Performance Indicators for ELL students to support core instruction aligned to the Florida State Standards.	Teachers – 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 39% of males are proficient in ELA, as evidenced in the 2017-2018 Florida State Assessment (FSA).
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because there is a lack of culturally relevant teaching.
4. If more culturally responsive teaching were planned for and delivered, the problem would be reduced by 11%.

**5. SMART GOALS:**

The percent of male students achieving ELA proficiency will increase from 39% to 50% in ELA, as measured by the 2018-2019 Florida State Assessment (FSA).

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

- Teachers utilize culturally relevant teaching.
- Enhance opportunities for Voice & Choice.
- Invest in the building of high expectations and growth mindset.

**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?
At the beginning of lessons, student thinking is frequently connected to prior learning.	Teachers	Daily
Students are provided with lots of things to touch and sense during reading and writing instruction.	Teachers	Daily
Regular use of manipulatives	Teachers	Daily, as needed
Lessons regularly reflect the range of student interests represented in the classroom.	Teachers	Daily

**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
Culturally Relevant Teaching	All staff- 67	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Focused Model (Collaborative planning)	All staff- 67	<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



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance for learning gains in ELA is 73% and 56% in Math, as evidenced in 2017-2018 FSA.
2. We expect our performance level to be 80% in ELA and 65% in Math by the 2018-2019 FSA.

The problem/gap is occurring because gifted students are not clustered and are not being properly differentiated for .

3. If differentiation, cluster grouping, and enrichment opportunities would occur, the problem would be reduced by 7% in ELA and 9% in Math .

**4. SMART GOALS:**

The percent of gifted students achieving learning gains in ELA and Math will increase from 73% to 80% in ELA and 56% to 65% in Math, as measured by 2018-2019 Florida State Assessment.

5. **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.)*

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Strengthen staff ability to engage students in complex tasks.

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

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Cluster gifted and talented students so that the process of differentiating is more effective for gifted learners.	Administration and Teachers	Planned in Spring/Summer, reviewed throughout year
Provide opportunities for gifted learners to participate in accelerated math/extended learning opportunities/programs.	Teachers	Quarterly
Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback.	Teachers	Monthly during grade level PLCs and Collaborative Planning

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

<b>Professional Learning Description</b>	<b>Participants</b> (number and job titles)	<b>Priority Alignment</b>
Professional Development on “Differentiation for Gifted Learners”	Teachers- 50	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Development on “Imbedding Creativity in the Content Areas”	Teachers- 50	<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"> <li>• Back to School Night scheduled in conjunction with Title I night.</li> <li>• Conduct state of the school midway through the year.</li> <li>• Utilize a monthly calendar to communicate information effectively with families, as well as weekly school messenger calls.</li> <li>• Teachers record all communication in Focus so that parent communication can be monitored.</li> <li>• Provide opportunities on non-student contact days for teachers to meet with parents to update them on students' progress.</li> <li>• Have school data visible throughout the school so that parents can see where the school is in terms its goals.</li> <li>• Conduct a Curriculum Night to celebrate student success which could include student led conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement Team, Administrators, MTSS coach, All Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• August 2018 – May 2019</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>• Provide Connect for Success laptops to all students in grades 3-5 during parent conferences.</li> <li>• Send home information at each family event that parents can use to support their child at home.</li> <li>• Include a section on the school website that allows students and parents to easily access websites from any online device.</li> <li>• Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child a home; share knowledge about their child with teacher.</li> <li>• Provide academic workshops for parents to increase student support at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement Team, Administrators, MTSS coach, All Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• August 2018 – May 2019</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide families/parents with academic tools/ resources on a regular basis</li> </ul>		
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>• Personally invite families to SAC events to share information about the school and student needs.</li> <li>• Continue to host ELL family events to make sure ELL families are aware of school policies, familiar with terms and able to participate in transition events.</li> <li>• Utilize student services to provide families/parents, and students with resources, tools, outside agencies referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement Team, Administrators, MTSS coach, All Classroom teachers, social worker, guidance counselor</li> </ul>	August 2018 – May 2019
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> <li>• Conduct home visit to increase relationships between teacher and family/parent</li> <li>• Increase positive interaction with parents/families on a regular basis</li> <li>• Reach out to community partners to see how they can support student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Community Liaison</li> <li>• PTA Board</li> </ul>	<ul style="list-style-type: none"> <li>• August 2018 – May 2019</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
Mentor Training	Community Members	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Focus 101 – using the parent communication tab	All instructional staff (54)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Angelean	Bing	Black	Principal
Eliza	Defant	White	Parent/Assistant Principal
Michelle	Ladd	White	Other Instructional Employee
Carolyn	Kingsley	White	Teacher
Diana	Ventura	Hispanic	Parent
Griselda	Paredes	Hispanic	Parent
Ericka	Murphy	Hispanic	Parent
Maria	Perez	Hispanic	Parent
Reyna	Cruz	Hispanic	Parent
Maria	Mendoza	Hispanic	Parent

## SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: 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
<b>1.</b>	<b>Academic Support</b>	<b>\$ 500</b>
	Books to be sent home with students	\$500
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ 500</b>
	Student incentives and celebrations	\$500
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ 500</b>
	Hands-on materials (fidgets, manipulatives, flashcards, etc.)	\$100
	Materials for Academic Family Engagement Nights	\$400
<b>4.</b>	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	Click or tap here to enter text.
<b>5.</b>	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	<b>\$ 1500</b>
	TDEs for Teacher PD	\$1000
	TDE for SIP review and development	\$500
<b>6.</b>	<b>Other (please list below)</b>	
<b>TOTAL \$ 3000.00</b>		