School Improvement Plan
SY 2018-19

STARKEY ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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

A. Vision and Direction

School Profile

Principal:	Audrey Chaffin	SAC Chair:	Kelly Wissing

School Vision	100% student success by making at least one year's learning gains

School Mission	We will partner with families to inspire a love for learning as students achieve personal goals.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
690	51	41	92	44	462	0

School Grade	2018: B	2017: A	2016: B	Title I	YES

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	57	63	72	77	68	66						
Learning Gains All	54	57	66	69								
Learning Gains L25%	38	56	56	52								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Audrey	Chaffin	FT	4-10 years
Assistant Principal	Tameka	Harris	FT	1-3 years
AVID	Loubet	Loubet	FT	4-10 years
ELA	Rachael	Terantino	FT	11-20 years
Math	Robin	Vance	FT	1-3 years
Science	Becky	Nash	FT	11-20 years
Healthy Schools	Ann	Purpura	FT	4-10 years
Family Engagement	Melissa	Lance	FT	11-20 years
Subgroups	Kim	Hall	PT	11-20 years
Culture & Climate	Deborah	Knapp	FT	Less than 1 year
STEM	Heather	McShane	FT	1-3 years
Culture & Climate	Allyshia	Scott	FT	4-10 years
Total Instructional Staff:	**10**		**Total Support Staff:**	**1**

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: Culturally Relevant Teaching

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students achieving proficiency according to 2019 FSA ELA will increase from 57% to 63%

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving learning gains according to 2019 FSA ELA will increase from 54% to 64%

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students achieving learning gains according to 2019 FSA ELA will increase from 54% to 64%

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Review grade level and school progress monitoring data for tiers 2/3 to identify patterns and trends that are preventing benchmarks from being met.	• Analyzing data • Facilitating PLC/ PD based on data • Problem Solve barriers • Communicating progress towards goals	• Principal • Assistant Principal	• Administration • SIP Goal Managers	Bi-weekly	• Admin/Teacher data chats • Classroom Formative assessments • District assessments • Behavior data
2.	Culture and Climate Team	Priority 1	To improve the attendance and behavior rates which will directly impact the culture and climate	• Monitoring attendance • Monitoring referral rate • Monitoring bully reports • Develop plan based on data for incentives	Deborah Knapp	Grade level representatives	Monthly	• Reduced absence and behavior rates among entire student population • Reduced number of substantiated bully reports

	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
3.	Healthy Schools Team	Priority 1	To provide a healthy environment for students and staff	• Researching healthier options in the vending machines • Surveying parents and students for input • Abiding by Healthy Schools application components	Ann Purpura	Grade level representatives	Monthly	• Maintain Silver status • Finalize decision for vending machine options
4.	ELA/Literacy Leadership Team	All Priorities	To improve student proficiency and learning gains on FSA ELA	• Prioritize Marzano researched based trainings as well as district ELA trainings in Deliberate Practice Plan • Provide rigorous instruction and incorporate formative assessments to differentiate instruction	Rachael Terantino	Grade level representatives	Monthly	• Completed Deliberate Practice Plans • Lesson plan reviews • Walkthrough and observation data • PLC notes • MAP data • Training attendance
5.	Math Team	All Priorities	To improve student proficiency and learning gains on FSA Math	• Attend district Math trainings • Provide rigorous student-centered instruction and incorporate formative assessments to differentiate instruction	Robin Vance	Grade level representatives	Monthly	• Lesson plan reviews • Walkthrough and observation data • PLC notes • MAP data • Training attendance

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
6.	Science Team	All Priorities	To improve student proficiency and on SSA	• Embed Nature of Science in all units while using the science instructional model • Follow science lab workshop schedule • Ensure science materials are readily available	Becky Nash	Grade level representatives	Monthly	• Lesson plan reviews • Walkthrough and observation data • PLC notes • MAP and district data • Completed science workshops
7.	AVID Team	All Priorities	To improve student proficiency and learning gains on state assessments	• Attend district and school-based AVID trainings • Implement WICOR strategies with consistency • Revisit and monitor the K-5 progression plan • Implement data folders and data chats regularly to discuss goals and action steps	Jamie Loubet	Grade level representatives	Monthly	• Lesson plan reviews • Walkthrough and observation data • PLC notes • MAP data • Training attendance Updated data folders
8.	Family Engagement Team	Priority 1	To help students view education as a priority by increasing parent involvement	• Conduct parent surveys • Schedule events on various days and times • Embed academic trainings into family events	Melissa Lance	Grade level representatives	Monthly	• Parent events, Title I, and AdvancEd survey results • Increased attendance rate of events • 85% attendance rate of parent

	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
								and/or student-led conferences
9.	Subgroups Team	Priority 3	To improve student proficiency and learning gains on state assessments	• Analyzing data • Facilitating research-based intervention trainings • Problem Solve barriers • Tutor, teacher, and parents communicating regularly	Kim Hall	Grade level representatives	Monthly	• MTSS data chats • Classroom Formative assessments • MAP data • Increased enrollment in ELP • Increased learning gains on state assessments
10.	Grade Level PLC Teams	All Priorities	To improve student proficiency and learning gains on state assessments	• Following a targeted agenda at meetings • Analyze data • Discuss and problem solve barriers • Integrate information from trainings when collaboratively planning	SIP Goal Managers	All instructional staff	Weekly	• Classroom Formative assessments • District assessments • PLC notes • Lesson plan reviews • Walkthrough and observation data
11.	Site Safety Team	Priority 1	To provide a safe environment for students and staff	• Conduct routine drills • Problem solve barriers • Communicate expectations for a safe environment with teachers,	Audrey Chaffin	Administration, HPO, Security, PE, primary & intermediate teachers	Monthly	• Completed drills • Site Safety notes • Reduced number of accident reports

	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
				• parents and students • Provide a reporting method for parents, staff, and students				
12.	Child Study Team	Priority 1	To improve the attendance and behavior rates which will directly impact the culture and climate	• Analyzing data • Problem Solve barriers • Routinely communicate attendance issues with parents and teachers • Implement and monitor an attendance reward program	Audrey Chaffin	Administrator Counselor Social Worker DMT Attendance Specialist	Bi-weekly	• Increase of attendance rewards • Decrease in absence rates • CST Notes
13.	ELL	Priority 3	To improve student proficiency and learning gains on FSA ELA for ESOL students	• Analyze formative assessments • Embed differentiated instruction into lesson plans throughout content areas • Provide trainings for effective ESOL strategies • Communicate with parents regularly	Tameka Harris	Administrator Teacher Parent	Monthly	• Formative assessments • Lesson plan reviews • Increased amount of ELL exited students • Increased learning gains on state assessments • CELLA results

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 though 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 Black Risk Ratio is 1.9. We expect our performance level to be 1.5 by the end of the 2018 - 19 school year.
2. The problem/gap in behavior performance is occurring because of a lack of awareness of culturally responsive teaching .
3. If implementation with fidelity of restorative practices would occur, the problem would be reduced by the creation of a more inclusive climate as evidenced by restorative practices research from IIRP.
4. We will analyze and review our data for effective implementation of our strategies by monitoring referrals throughout the school year.

5. **SMART GOAL:**

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

The number of black students receiving referrals will decrease from 3 to 1, as measured by office discipline referrals in School Profiles.

6. **STRATEGIES:**
List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.
☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.
☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.
☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Audrey Chaffin	• July 11- 12
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Audrey Chaffin	• July 16 - 18
Develop school-wide roll-out and development plan of RP/SEL.	• Audrey Chaffin	• July-August
Conduct learning opportunities.	• Debbie Knapp	• Ongoing
Monitor and support staff for implementation with fidelity.	• Debbie Knapp	• Ongoing
Review student and teacher data on weekly basis for trends and next steps.	• Tameka Harris	• Weekly

Update school-wide plan on a monthly basis.
   • *Celebrate areas of growth*
   • *Update strategies for areas of improvement*
	• Tameka Harris	• Monthly

Staff will use referral process and forms (including which behaviors are office managed vs. teacher managed) appropriately. Staff will also use reward system appropriately.	• Tameka Harris	• Ongoing
Implementation of instructional strategies from AVID CRT will be used to increase engagement of diverse learners.	• Jamie Loubet	• Ongoing

8.   MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
(AVID) Culturally Responsive Teaching Training	45 Participants Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Restorative Practices Training	57 Participants Instructional and Support Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Equity Training	57 Participants Instructional and Support Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1.   Our current attendance rate is 9%. We expect our performance level to be 7% by the end of the 2018 – 19 school year.
2.   The problem/gap in attendance is occurring because of a lack of reliable transportation not provided by the district.
3.   If transportation was reliable, the problem would be reduced by 2%.
4.   We will analyze and review our data for effective implementation of our strategies by monitoring attendance through Child Study Team.

5.   SMART GOAL:

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

The percent of all students missing 10% of school will decrease from 9% to 7%, as measured by school attendance data in School Profiles.

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

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

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Audrey Chaffin Anabelle Torres	August
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker	August
Develop and implement attendance incentive programs and competitions.	Debbie Knapp	August
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Child Study Team	Ongoing
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team SBLT	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team SBLT	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Anabelle Torres	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 training session provided during staff meeting during preschool week	45 Participants Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Restorative Practices Training	57 Participants Instructional and Support Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 57%, as evidenced in 2018 FSA ELA.
2. We expect our performance level to be 63% by 2019 FSA ELA.
3. The problem/gap is occurring because of lack of rigorous instruction and effective utilization of formative assessments .
4. If differentiated instruction was driven by closer monitoring with formative assessments the problem would be resolved by increased achievement scores.

5. **SMART GOALS:**

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

The percent of all students achieving ELA proficiency will increase from 57% to 63%, as measured by 2019 FSA ELA.

The percent of L25 students making learning gains will increase from 38% to 50% as measured by 2019 FSA ELA.

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 integrate ELA vocabulary instruction.	Rachael Terantino	Daily
Teachers provide opportunities for independent reading with accountability.	Rachael Terantino	Daily
Teachers monitor and provide feedback to students to support learning.	Rachael Terantino	Weekly
Administrators monitor teacher practice and provide feedback to support teacher growth.	Audrey Chaffin Tameka Harris	Biweekly
Engage families with a Literacy Night.	Rachael Terantino Melissa Lance	January
Implement use of culturally relevant literacy within the classroom.	Rachael Terantino Robin Vance	First Semester
Provide training in diagnosing reading deficiencies and prescribing the right intervention for L25 students.	Rachael Terantino Kim Hall	First Grading Period

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

Create a common language and expectations for the different reading components.	39 Participants PRE-K-5, ESE Teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Attend district training "Develop Stronger Connection between Reading and Writing."	35 Participants K- 5, ESE Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Attend district training "Pinellas Vocabulary Project."	35 Participants K- 5, ESE Teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Attend school based trainings focusing on MAP, iStation, MyOn, critical content, cognitively complex tasks, formative assessments, and culturally responsive literacy in the classroom.	35 Participants K- 5, ESE Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Participate in training session provided by district coaches.	35 Participants K- 5, ESE Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 72%, as evidenced in 2018 FSA Math.
2. We expect our performance level to be 77% by 2019 FSA Math.
3. The problem/gap is occurring because of lack of rigorous, student-centered instruction and effective utilization of formative assessments .
4. If differentiated instruction was driven by closer monitoring with formative assessments the problem would be resolved by increased achievement scores.

5. **SMART GOALS:**

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

6. The percent of all students achieving math proficiency will increase from 72% to 77%, as measured by 2019 FSA Math.

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

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?
Teachers and students use various mathematical tools and manipulatives to make sense of problems.	Robin Vance	Daily
Teachers implement daily number routines at the start of the math block.	Robin Vance	Daily
Utilize lesson planning tools to provide purposeful questions and rigorous tasks.	Robin Vance	Daily

Administrators monitor teacher practice and provide feedback to support teacher growth.	Audrey Chaffin Tameka Harris	Biweekly
Teachers integrate math vocabulary instruction.	Robin Vance	Daily

9. **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

10. **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 district training "Pinellas Vocabulary Project."	35 Participants K- 5, ESE Teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Attend school based trainings focusing on MAP, ST Math, critical content, cognitively complex tasks, and formative assessments.	35 Participants K- 5, ESE Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Participate in training session provided by district coaches.	35 Participants K- 5, ESE Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 68%, as evidenced in 2018 SSA Science.
2. We expect our performance level to be 73% by 2019 SSA Science.
3. The problem/gap is occurring because of nature of science being taught in isolation.
4. If nature of science is embedded throughout all units the problem would be resolved by increased achievement scores.

5. **SMART GOALS:**

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

6. The percent of 5th grade students achieving science proficiency will increase from 68% to 73%, as measured by 2019 SSA Science.

7. **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.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
Teachers utilize the 10-70-20 instructional model routine and science lab.	Becky Nash	Daily
Develop, implement, and monitor science lab schedule for	Becky Nash	Monthly

grades 1 – 5.		
Identify teachers in need of professional development and identify this as an action within the DPP.	Audrey Chaffin Becky Nash	First Semester
Teachers monitor and provide feedback to students to support learning inclusive of the Confirming the Learning portion of the instructional model in student conferencing opportunities.	Audrey Chaffin Tameka Harris Becky Nash	Ongoing
Develop a plan using Grade 3-4 Review Plan Diagnostic and Cycle data for grade 5 students.	Becky Nash	September January

9. **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

10. **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 district training "Pinellas Vocabulary Project" and Just In Time Science Lab and Workshop trainings.	33 Participants K- 5 teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Attend school based trainings focusing on District Common Assessments, critical content, cognitively complex tasks, and formative assessments.	33 Participants K- 5 teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Participate in training session provided by district coaches.	33 Participants K- 5 teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is Silver, as evidenced in the Healthy School application.
2. We expect our performance level to maintain Silver status as evident by the 2018-2019 Healthy School application.
3. The problem/gap is occurring because there's a preference for a variety of snack and beverage options in our staff vending machines.
4. If we would remove the staff vending machines, the problem would be reduced by earning Gold status as evident by the 2018 – 2019 Healthy Schools application.

5. **SMART GOALS:**

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

Our staff will maintain Silver status by putting 100% of the application components into practice as measured by the 2018 - 2019 Healthy Schools application.

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.
☐ Choose Strategy
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Research healthy vending machine options.	Ann Purpura	First Semester
Increase opportunities for students to rehydrate with water.	Ann Purpura	First Semester
Conduct parent and student surveys for input on available meal options in the cafeteria.	Ann Purpura Denise Gerard	October and February

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
Nutritional Guidelines training	45 Participants Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38%, as evidenced in 2018 FSA ELA learning gains.
2. We expect our performance level to be 50% by the 2019 FSA ELA.
3. The problem/gap is occurring because of lack of rigorous, student-centered instruction and effective utilization of formative assessments .
4. If differentiated instruction was driven by closer monitoring with formative assessments the problem would be resolved by increased learning gain scores.

SMART GOAL

5. The percent of all students showing learning gains will increase from 38% to 50%, as measured by 2019 FSA ELA.

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

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

☒ Strengthen staff 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?
Regularly assess and utilize data to modify and adjust instruction.	Kim Hall	Biweekly

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Kim Hall	Ongoing
Utilize a research based intervention program to provide small group reading instruction.	Kim Hall	Daily
Aggressively invite all L25 students to participate in before and after school learning programs.	Kim Hall	First Semester
Provide an alternative satellite site for extended learning opportunities.	Kim Hall	First 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
Attend training sessions provided by district coaches.	35 Participants K- 5, ESE Teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Data analysis training for MAP, iStation, iReady and Performance Matters.	35 Participants K- 5, ESE Teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 72%, as evidenced in 2018 FSA Math.
2. We expect our performance level to be 77% by 2019 FSA Math.
3. The problem/gap is occurring because critical thinking and problem-solving skills are lacking.
4. If students had more exposure to higher level complex tasks , the problem would be resolved by having increased achievement scores.

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 percent of grade 2-5 students participating in a STEM Academy will increase from 8% to 15% 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 identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

☐ 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?
Establish two additional STEM Academies to increase access STEM content for students.	Kim Hall	Weekly, September - April
Ensure opportunities to practice, demonstrate and apply appropriate domain-specific vocabulary when communicating science, technology, engineering and mathematics content.	Kim Hall	Weekly, September - April
Plan and implement curriculum driven by problem-solving, discover and exploratory learning that engages students using the engineering design model.	Kim Hall	Weekly, September - April

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

☐ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM Academy trainings	4 Participants STEM Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

H. Career- and College -Readiness (Optional, as appropriate)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 57%, as evidenced in 2018 FSA ELA.
2. We expect our performance level to be 63% by 2019 FSA ELA.
3. The problem/gap is occurring because of inconsistent implementation of WICOR strategies.
4. If there is more consistent use of WICOR strategies, the problem would be reduced by an increase in achievement scores on the 2019 FSA ELA.

5. **SMART GOALS:**

EXAMPLE: The underline percent of all students successfully obtaining industry certification will increase from 30% to 45%, as measured by industry certification data.

The percent of all students achieving ELA proficiency will increase from 57% to 63%, as measured by 2019 FSA ELA.

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

☒ Intensify staff capacity to support students in successfully completing advanced/acceleration coursework.

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure WICOR strategies are implemented across content areas	Administration Jamie Loubet	Daily
Monitor K-5 progression plan that outlines WICOR strategies to use during instruction.	Jamie Loubet	Ongoing
Students will track their own progress to determine goals met.	Jamie Loubet	Ongoing

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

    ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID Culturally Relevant Training	5 participants K-4 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Wake Up with AVID monthly training sessions	39 Participants PreK-5 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID Foundations Training	10 Participants PreK-5	☒ Priority 1 ☒ Priority 2 ☒ 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 27% of black students were absent 10% or more of their enrolled days, as evidenced in 2017 – 2018 year-end attendance rate in School Profiles.

2. We expect our performance level to be 10% absence rate for 10% of their enrolled days by 2018 – 2019 year-end attendance rate in School Profiles.

3. The problem/gap is occurring because of inconsistent support with time management in the mornings .

4. If time management strategies were shared on an ongoing basis with specific families, the problem would be reduced by 17% .

5. **SMART GOALS:**

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

The percent of black students with 10% or more absence rate will decrease from 27% to 10%, as measured by 2018 – 2019 year-end attendance rate in School Profiles.

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	☒ Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. ☐ Choose Strategy ☐ Choose Strategy	• 100% of families of black students not on track to graduate will attend a parent conference to support learning plans at home as well.
Student Achievement	☒ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives to increase student engagement. ☐ Choose Strategy ☐ Choose Strategy	• 100% of classrooms will add more culturally diverse literature to promote various perspectives.
Advanced Coursework	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☐ Choose Strategy ☐ Choose Strategy	• 80% of our black students will participate in after school remediation and/or enrichment opportunities to increase engagement and academic achievement levels across content areas.
Student Discipline	☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy ☐ Choose Strategy	• 100% of staff members will attend a restorative practices training to build positive relationships and support for black students.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• 100% of MTSS Tier 3 students will have fidelity checks for prescribed interventions to ensure accurate implementation and results.

| Minority Hiring | ☒ Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences.
 ☐ Choose Strategy
 ☐ Choose Strategy | • 100% of black staff members will be given opportunities to provide input on working conditions to improve our school culture. |

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?
Communicate with families of concern after each CST meeting	Social Worker	Bi-weekly
Develop an incentive plan for students with improved attendance	Debbie Knapp	Bi-weekly
Collaborate with teachers for progress and barriers	Debbie Knapp	Bi-weekly

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Book Study - *For White Folks Who Teach in the Hood...and the Rest of Y'all Too* by Christopher Emdin	55 Participants Instructional and Support Staff	☒ Priority 1 ☐ Priority 2 ☐ 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 occuring?
1. Effectively communicate with families about their student's progress and school processes/practices.	• Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards. • Utilize social media to increase communication with parents: PCS Family Engagement APP, Facebook, etc. • Parent/family meetings to communicate school and classroom processes and procedures. • Compacts	• Classroom teachers • District Level updates PCS Family Engagement APP, PTA updates Facebook, Classroom teachers for individual classroom communication • Classroom teachers • Classroom teachers	• Data chats with students during each grading period. Parent chats can occur at Pinellas Village. • As often as needed, update social media. • Back to School Night and individual student conferences. • By Dec. 18
2. Provide academic tools to families in support of their student's achievement at home.	• Streamline family engagement efforts that are result oriented (linked to learning) by confirming families practice new tips/new tools; learn new tips to support their child at	• Family Engagement Team, Goal Managers, SIP Teams and Classroom Teachers • Goal Managers and SIP Teams, and Grade	• Surveying families after workshops about tips and tools. Provide opportunities to learn new tips at Back to School Night, Literacy

	home; share knowledge about their child with a teacher. • Provide academic workshops for parents to increase student support at home. • Provide families/parents with academic tools and resources on a regular basis.	Level Classroom Teachers • Goal Managers and SIP Teams, and Grade Level Classroom Teachers	Night, Math and Science Night. Share about student at individual conference. • Back to School Night, Literacy Night, and Math and Science Night. • Back to School Night, Literacy Night, and Math and Science Night.
3. Purposefully involve families with opportunities for them to advocate for their students.	• Provide families/parents opportunity to attend workshops and trainings and organizations that promote parent advocacy. • Utilize student services to provide families/parents, and students with resources, tools, outside agencies referrals	• Goal Managers and SIP Teams, and PTA • Guidance Counselor, Social Worker, School Nurse	• Back to School Night, Literacy Night, Math and Science Night, and PTA meetings, workshops and events. • On as needed basis
4. Intentionally build positive relationships with families and community partners.	• Develop and implement activities to build respect and trust between home and school. • Increase positive interaction with families/parents on a regular basis. • Utilize focus groups to gather parents for input in the development of school improvement.	• School Staff • Classroom and Specials teachers • Principal, Assistant Principal	• SAC meetings • Positive phone calls, positive notes from Classroom teachers and specialists.

1. **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

2. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Relevant training	45 Participants Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Restorative Practices training	45 Participants Instructional Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Attend *How to Conduct Impactful Parent Conferences* and *Collaborating Success: High Impact Classroom* trainings provided by Title 1.	45 Participants Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Audrey	Chaffin	White	Principal
Tameka	Harris	Black	Other Instructional Employee
Jamie	Loubet	White	Teacher
Kelly	Wissing	White	Parent
Jessica	Harmas	White	Parent
Bob	Towner	White	Business/Community
Tracey	Nero	Hispanic	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		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]**
District Trainings	0.00
District Coaches	0.00
2. **Behavioral Support**	**$ [Insert amount for category]**
PBIS Training	0.00
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	**$ [Insert amount for category]**
Science Materials	500.00
Literacy Night Materials	600.00
Math Manipulatives	250.00
STEM Materials	100.00
Family Involvement Materials	300.00
Healthy Schools Materials	150.00
PBS Rewards	900.00
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ [Insert amount for category]**
[Describe each type on a separate row]	[Insert Amount]
[Describe each type on a separate row]	[Insert Amount]
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ [Insert amount for category]**
AVID Training Stipends	500.00
Equity & RP Trainings (book study)	200.00
6. **Other** *(please list below)*	**$ [Insert amount for category]**
[Describe each on a separate row]	[Insert Amount]
[Describe each on a separate row]	[Insert Amount]
TOTAL $ 3500.00	