School Improvement Plan
SY 2018-19

SUNSET HILLS ELEMENTARY SCHOOL

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

Table of Contents

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:	Johnnie Crawford III	SAC Chair:	Amanda Beatty

School Vision	Provide a collaborative and equitable learning environment ensuring 100% student success.

School Mission	*The Mission of Sunset Hills Elementary School is to provide a caring environment where families, students and staff learn together to ensure all students are prepared for college, career and life.*

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
542	5	20	58	30	427	2

School Grade	2018: A	2017: A	2016: B	Title I	NO

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	62	68	77	73	70	72						
Learning Gains All	54	67	83	81								
Learning Gains L25%	38	58	64	69								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Johnnie	Crawford III	FT	1-3 years
Assistant Principal	Julie	Brewster	FT	4-10 years
MTSS/Student Achievement Coach	Lenora	Angles	FT	Less than 1 year
Psychologist	Michelle	Turner	PT	1-3 years
Social Worker	Ryann	Kuchle	PT	Less than 1 year
School Resource Officer	William	Volker	FT	1-3 years
Primary Teacher	Alison	Harris	FT	4-10 years
Intermediate Teacher	Rachel	Bone	FT	4-10 years
ELL Chair	Brunilda	Biama	FT	1-3 years
Interventionist	Loretta	Miller	FT	1-3 years
ESE Teacher	Karen	Broadwater	FT	1-3 years
Equity Champion	Keshia	Gabriel	FT	4-10 years
Total Instructional Staff: 8			**Total Support Staff:** 0	
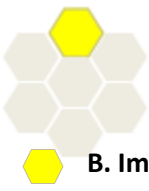
B. Improvement Priorities

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

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

---

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies such as identifying critical content to support standards-based instruction , then the percent of all students achieving proficiency on the ELA portion of the 2019 FSA will increase from 62% to 73%.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies such as engaging students in complex task, which support student-centered with rigor , then the percent of all students achieving one year of learning gains on the ELA portion of the 2019 FSA will increase from 54% to 80%.

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies such as restorative circles, which support a positive climate and culture, then the percent of male students receiving office referrals will decrease from 8.3% to 2.3%.

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	Monitor to ensure implementation of standards based, rigorous student centered instruction within a positive climate and culture.	Review interim assessment data Create PLC agendas Determine Coaching needs	Student Achievement Coach	Principal Assistant Principal, Student Achievement Coach, and grade level teachers, SEL/RP Champ	Weekly on Tuesdays	Increase in proficiency on interim assessments Lesson plans aligned to standards with targets and performance scales Planned and completed student work requiring practice with complex text and its academic language Walk through data showing standards alignment Artifacts: Meeting minutes

	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
2.	Tier 2 & 3 Problem-solving Intervention Team (PSIT)	Priority 2	Ensure individual students receive standards based, rigorous student centered instruction and appropriate interventions	Review student data-istation, referrals, interim assessment, MAP and determine students who are not making gains * Verify Tier 2 interventions are in place for struggling students * Develop PSW/PBIP plans for students not making progress	Student Achievement Coach	Administrator, Psychologist, Social Worker, ESE Resource Teacher as needed, Gen Ed Teachers as needed	Bi-weekly on Tuesday	Individual student data reviews

Artifacts: Student summary worksheet to include progress, deficiencies, and next steps

Meeting minutes |
| 3. | Restorative Practice/PBIS Team | Priority 3 | Monitor school-wide PBIS initiatives and provide professional development to staff to ensure all students receive instruction within a positive climate and culture. | Make recommendations as to which classes need more support Provide training to staff on Restorative Practices including circles, affirmative statements, and restorative conversations

Model practices for staff when students are involved

Work with students to ensure the Guidelines for Success (GFS) are known. | Student Achievement Coach | Restorative Practice Trainer, Administrator, Teacher Representatives | Monthly on 2nd Thursday | Discussion and review of PBIS plan to include changes and or updates

School Wide Data tracking

Artifacts: RAYS Way, discipline referrals, think sheets, communication forms, office calls

Meeting minutes |

	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
4.	Child Study Team	Priority 3	Monitor and promote school-wide initiatives and individual interventions to improve student attendance to ensure that all students have the opportunity to learn core content	Monitor students who are repeatedly absent, to determine cause and provide support. Monitor students who come to school tardy and those who have been marked extremely tardy to figure out why and following process to have those specific students on school on time daily.	Attendance Coordinator	Social Worker, DMT, Administrator, Student Achievement Coach	Monthly on Tuesday	Review of individual student attendance data Artifacts: Problem Solving worksheet Meeting minutes
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Review grade level data, lesson plans and student work to ensure that each student receives standards based, rigorous student centered instruction within a positive climate and culture.	Provide specific content aligned PLC form Teachers will submit evidence of task completion	Team Leaders	Grade level teachers, Student Achievement Coach as needed, Administration as needed	Weekly on Wednesdays	PLC forms show evidence of: collaborative planning, student evidence analysis, next steps to address concerns
6.	Literacy Leadership Team	Priority 2	Review and develop school wide literacy initiatives to help ensure the implementation of instruction that is rigorous, standards based and student centered	Promote Pinellas Literacy Associate Plan and implement Literacy nights/ school initiatives	Media Specialist	Appointed primary representative and intermediate representative	Monthly on a Monday	Pinellas Literacy Association membership and participation increase Minimum of 1 event per semester

	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
7.	Family Engagement Team	Priority 3	Plan and monitor family engagement via electronic communication, conferences, volunteerism and "Family Night" attendance	Identify school volunteer events/opportunities Recruit level 2 volunteers Plan for 'Family Night' events related to academics	Community Liaison	Principal PTA President	Monthly	Calendared events to engagement parents, students, staff and community to ensure 100% student success Artifacts: Attendance records Meeting minutes Data results
8.	School Safety Team	Priority 3	Ensure the safety of all students and staff during, before, and after school activities.	Campus walks Assign duty coverage Safety drill scheduling and practice School safety training	School Security Officer (SSO)	Head Plant Operator, Principal, Cafe Manager Teacher Representative	Monthly 2nd Friday	Meeting minutes Injury reports Safety Drill report Safety Check off list

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 level of performance in school-wide behavior indicates 4.3% of all students and only 1.2% of female students receive one or more referrals. However, 8.3% of all male students receive referrals. We expect to reduce the disparity in our behavior performance by the end of the 2018 – 2019 school year.
2. The problem/gap in behavior performance is occurring because of a need for students' social/emotional learning facilitated by trained counselors/professionals, a separation from deed and doer within the school community, and a lack of regular parental communication and collaboration.
3. If we provide lessons and hold meetings that target the social and emotional needs of students, guide students through coping mechanisms for undesirable interactions and/or appropriate social cues, establish positive relationships with parents and students, the problem will be reduced by 6 % as evidenced by referral data found in our school profile.
4. We will analyze and review our data for effective implementation of our strategies by gathering performance scores from MAP for those students designated within our achievement gap and correlate their success and needs via behavior referrals.
5. **SMART GOAL:**

The percent of male students receiving referrals will decrease from 8.3 % to 2.3 %, as measured by the 2018-19 school profile.

STRATEGIES:

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

☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.

☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

☒ 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	• Principal	• June 27-28
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• RP Trainer	• June 1
Develop school-wide roll-out and development plan of RP/SEL.	• RP Team	•
Conduct learning opportunities.	• RP Trainer	•
Monitor and support staff for implementation with fidelity.	• Student Achievement Coach & RP Trainer	•
Review student and teacher data on bi-weekly basis for trends and next steps.	• RP Team	•
Update school-wide plan on a monthly basis.	• RP Team	•

• *Celebrate areas of growth* • *Update strategies for areas of improvement*		

8.   MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Prioritiy: ☐ 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**
Six hour initial Restorative Practice Team Training	Restorative/Equity Team	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Three hour Restorative Practice training on 8/3 & 8/6	All Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Six hour Restorative Practice 10/15	All Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 94.5 %. We expect our performance level to be 98 % by June 1, 2019.
2. The problem/gap in attendance is occurring because 15% of our students are missing more than 10% of school.
3. If we correctly identify why a student is missing 10% or more of school and provide an individualized problem specific remedy, the individual student's attendance will improve and the school wide problem would be reduced by five percent.
4. We will analyze and review our data for effective implementation of our strategies by reviewing tier 2 & 3 plans bi-weekly during Child Study Team (CST) meetings and monthly during School Based Leadership (SBLT) meetings.

5. **SMART GOAL:**

The percent of all students missing more than 10% of school will decrease from 15 % to 10 %, as evidenced by our School Profile Data.

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

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

☒ Strengthen the implementation of Tier 2 & 3 interventions to address and support the needs of students.

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.	CST Team	Pre-School and Monthly thereafter.
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST Team	Monthly
Develop and implement attendance incentive programs and competitions.	CST Team	As Needed
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST Team	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST Team	Monthly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social Worker	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Data Management Tech	Daily

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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Develop staff understanding of their role in supporting student attendance-PND codes, parent communication, check in check out- as well as our school wide attendance process.	Instructional and front desk staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Train various parent groups-PTA, SAC, kindergarten families- on the importance of attendance and its impact on student learning and achievement	Sunset Hills Families	☐ 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 62% proficient, as evidenced in 2017 – 2018 FLORIDA STANDARDS ASSESSMENT ELA results.
2. We expect our performance level to be 73% proficient by evidence on the 2018 – 2019 FLORIDA STANDARDS ASSESSMENT ELA results.
3. The problem/gap is occurring because students are not exposed to the amount of student centered with rigor instruction needed.
4. If student centered with rigor instruction would occur, the problem would be reduced by 11%.

5. **SMART GOALS:**

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

The percent of all students achieving proficiency on the FLORIDA STANDARDS ASSESSMENT ELA portion will increase from 62% to 73%, as measured by the 2019 Florida Standards Assessment.

The percent of all L25 students achieving a learning gain on the FLORIDA STANDARDS ASSESSMENT ELA portion will increase from 38% to 50%, as measured by the 2019 Florida Standards Assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs.	Assistant Principal & Team Leaders	Daily/Weekly
Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy and adjust instruction using talk, task, text and student needs	Assistant Principal & Team Leaders	Daily/Weekly
Teachers monitor and provide students with targeted, actionable feedback to support learning, leaving students with ambitious agendas that will last across the week	Classroom Teachers	Daily
Administrators monitor teacher practice and provide feedback to support teacher growth	Assistant Principal & Crawford	By grade level in a rotating schedule weekly/bi-weekly
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	Student Achievement Coach	Daily/Weekly

Design lessons on a trajectory of difficulty with multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students' needs.	Classroom Teachers	Daily/Weekly

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
Teachers will participate in a breakdown of the Teaching and Learning Guide 2018-2019 to fully understand the strategies and action steps aligned to the district.	Classroom Teachers/CDA (27) Administration Team (3) ESE/ELL Team (3) LLI Team (2)	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Training and practice to utilize the district lesson plan template for ELA content, which will be available through Planbook.com	Classroom Teachers/CDA (27) Administration Team (3) ESE Team (2)	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Training in diagnosing reading deficiencies and prescribing the right intervention for each student using the Teaching and Learning Guide as our resource.	Grade level Teams (27) ESE Team (2)	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Continuous collaborative planning	Grade level Teams (27) ESE Team (2)	☒ 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 77% of students are proficient in mathematics, as evidenced in 2017 – 2018 FLORIDA STANDARDS ASSESSMENT results.
2. We expect our performance level to be 85% by the 2018 – 2019 FLORIDA STANDARDS ASSESSMENT for Mathematics administration.
3. The problem/gap is occurring because students are not exposed to the amount of student centered with rigor instruction needed.
4. If student centered with rigor instruction would occur, the problem would be reduced by 8%.

5. **SMART GOALS:**

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

The percent of all students achieving proficiency will increase from 77% to 85%, as measured by 2018 – 2019 FLORIDA STANDARDS ASSESSMENT Mathematics.

The percent of male students achieving proficiency on the FLORIDA STANDARDS ASSESSMENT ELA portion will increase from 71% to 85%, as measured by the 2019 Florida Standards Assessment.

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?
Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS)	Assistant Principal & Team Leaders	Daily/Weekly
Teachers use lesson planning tools to plan purposeful questions based on anticipated student solutions and misconceptions	Assistant Principal & Team Leaders	Daily/Weekly
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System (MFAS) and Rich Mathematical Tasks from the Curriculum Guides.	Assistant Principal & Team Leaders	Weekly/Bi-Weekly
(Gender Goal Specific) Select a Florida high impact teacher with a proven record of closing the gap for male students.	Principal	Pre- School

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
Teachers will participate in a breakdown of the Teaching and Learning Guide 2018-2019 to fully understand the strategies and action steps aligned to the district.	Classroom Teachers/CDA (27) Administration Team (3) ESE/ELL Team (3)	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Training and practice to utilize the district lesson plan template for Mathematic content, which will be available through Planbook.com	Classroom Teachers/CDA (27) Administration Team (3) ESE Team (2)	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Continuous collaborative planning	Grade level Teams (27) ESE Team (2)	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
(Gender Goal Specific) Ensure training for male academic success is continued through LSI, Boys Study, and individualized training with Pinellas Education Foundation (PEF) and their efforts to narrow the gender achievement gap.	Principal & High Impact Teacher	☒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 70% of 5th grade students are proficient, as evidenced in 2017 – 2018 Science Standard Assessment.
2. We expect our performance level to be 78% of students proficient by the end of the 2018 – 2019 school year.
3. The problem/gap is occurring because students are not using purposeful activation and transfer strategies.
4. If students are not using purposeful activation and transfer strategies would occur, the problem would be reduced by 8%.

5. **SMART GOALS:**

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

The percent of 5th grade students proficient will increase from 70% to 78%, as measured by the Science Standard Assessment.

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.

☒ 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?
Ensure students have opportunity to complete all components of science labs.	Assistant Principal	Every 6 weeks
Utilize the 5 E Instructional model, inclusive of explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for individual practice	Assistant Principal	Every Science Unit
Implementation monitoring of the science lab through walkthroughs and pre-posttests.	Principal/Assistant Principal	Weekly/Bi-weekly
The use of diagnostic and cycle data to inform academic vocabulary gaming and 3rd/4th review plan.	Classroom Teachers	Pre/post for every module planning

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

☐ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will participate in a breakdown of the Teaching and Learning Guide 2018-2019 to fully understand the strategies and action steps aligned to the district.	Classroom Teachers/CDA (27) Administration Team (3)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Deliberate schedule for the science lab to include all grades K-5 the opportunity to provide all students time to participate in student centered with rigor tasks.	Classroom Teachers (24)	☐ 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 that we are meeting 4 out of 6 of the modules, as evidenced in Alliance for a Healthier Generation's Healthy Schools Program.
2. We expect to meet 5 out of 6 modules) by Spring 2019.
3. The problem/gap is occurring because of lack of evidence of implementation for the last 2 modules.
4. If review the modules and implement more opportunities for focusing on healthy foods/movement and plan events accordingly it would occur, the problem would be reduced by meeting at least the 5 of the 6 modules.

1. **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>FLORIDA STANDARDS ASSESSMENT.</u>

The number of all modules we receive recognition on will increase from 4 to at least 5 to allow us to continue to grow towards meeting 6 out of 6 modules in the future years, as measured by Alliance for a Healthier Generation's Healthy Schools program.

2. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Implement school-wide healthy activities throughout the school year that include students, staff, families and community partners

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?
Conduct pre-test on Healthy Alliance modules. Based on results, select the module which we can show improvement and create a calendar of activities and things to do to make it happen.	Cafeteria Manager	September 2018
Healthy Schools team will need to meet monthly to update their calendar/action plan and then share outcomes and results with principal.	Cafeteria Manager	October 2018-April 2019
Share goals/ outcomes with the staff and families so that they are motivated to participate and advocate a healthier lifestyle to students.	Cafeteria Manager	October 2018-April 2019
Involve PTA and Community Liaison in supporting some of the activities as a connection to families and the community	Cafeteria Manager PTA President Community Liaison	October 2018-April 2019

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
Attend two healthy schools teams training	Healthy Schools Team	☐ 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 54% of students with prior test data are making one year of growth gains, as evidenced in 2017 – 2018 FLORIDA STANDARDS ASSESSMENT ELA results.
2.   We expect our performance level to be 80% of students with prior test data making one year of learning growth by the end of the 2018 – 2019 school year.
3.   The problem/gap is occurring because of ineffective use of data to organize students to interact with content based on needs.
4.   If effective use of data to organize students to interact with content based on needs would occur, the problem would be reduced by 26%.

5.   SMART GOALS:
The percent of all students making one year of learning growth in ELA will increase from 54% to 80%, as measured by 2018 – 2019 Florida Standards Assessment.

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.

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?
Continued training and implementation of MAP data to effectively plan for student needs in ELA and Math	Assistant Principal & Student Achievement Coach	Prior to first cycle of MAP and as needed
Effective diagnosing, planning and implementing of interventions for each student	Assistant Principal & Student Achievement Coach	Bi-weekly data chats

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	Priority Alignment

	(number and job titles)	
Effective understanding and implementation of the MTSS problem solving process	Assistant Principal (1) Classroom Teachers (27) ESE Team (2) MTSS Team (3)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Tier 2/3 intervention implementation and fidelity checks	Assistant Principal (1) Classroom Teachers (27) ESE Team (2) MTSS Team (3)	☐ 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 10% of students participate in after school STEM academies, as evidenced in attendance taken for ELP in focus.
2. We expect our performance level to be 100% school wide STEM activities by April, 2019.
3. The problem/gap is occurring because the student cap for each of the four clubs is 20.
4. If school wide scheduling of STEM activities would occur, the problem would be reduced by 90%.

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 all students participating in STEM activities will increase from 10% to 100%, 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.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
2 Scheduled school-wide STEM challenge events	STEM Facilitators	1 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 and embedded support of STEM tasks to all instructional teachers provided in house STEM facilitators.	25 Classroom Teachers 2 VPK teachers	☐ Priority 1 ☐ Priority 2

	3 CDA	☒ 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 for black students scoring a three or higher on the ELA portion of the FLORIDA STANDARDS ASSESSMENT is 27 %, as evidenced by the 2017-18 ELA Florida Standards Assessment.
2. We expect our performance level to be 54 % by the end of the 2019 school year.
3. The problem/gap is occurring because culturally relevant instructional strategies are not known and/or used by staff.
4. If our instructional staff had sufficient knowledge of and utilized culturally relevant instructional strategies,   the percentage of black students scoring a level three or higher on the ELA portion of the FLORIDA STANDARDS ASSESSMENT will increase from 27% to 54%. ..

5. **SMART GOALS:**

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

The percent of black students scoring a three or higher on the ELA portion of the FLORIDA STANDARDS ASSESSMENT will increase from 27% to 54 %, as measured by 2018-19 ELA Florida Standards Assessment.

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	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Achievement	☒ 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. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resouces.	• Black students will be more engaged in learning, motivated to complete work and develop stronger relationships with teachers and classmates. This will lead to improved scores in ELA, especially in writing, where these students tend to struggle. • By ensuring black students' participation in ELA ELP, students learning gaps will be able to filled in a smaller group setting without then having to lose time during the core.

	☒ 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.	• By looking closely at the academic data of black students, teachers will be able to adjust their instruction accordingly They can meet with these students specifically to go over data and set goals. They will better be able to monitor student progress throughout the year and push these students to higher levels.
Advanced Coursework	☐ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☐ Choose Strategy ☐ Choose Strategy	• If we ensure all black students are screened for gifted or talent development, then the number of black students receiving advanced coursework will increase.
Student Discipline	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
ESE Identification	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Minority Hiring	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
During data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss strategies that can be used to meet the needs of these learners.	Principal Assistant Principal	August 2018 October 2018 February 2019
Provide Professional development in CRT strategies that specifically meet the needs of black students. Model these strategies during curriculum meetings and PLC's.	Restorative Practice Team	August 2018-May 2019
Conduct walk throughs with district personnel to monitor fidelity of CRT/6 M's strategies throughout the school and support with embedded coaching as needed.	Principal Assistant Principal	October 2018 February 2019
Include CRT/6M's in lesson planning sessions with teachers to ensure they are being used consistently and purposefully to guide students to high levels of rigor.	Assistant Principal	Ongoing at weekly planning sessions August 2018-May 2019
Provide support and professional development in Restorative Practices, especially circles and SEL.	Restorative Practice Team	August 2018-October 2018
Screen all black students for gifted or talented	School Psychologist	September 2018-November 2018

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
CRT teaching strategies/ Restorative Practices	All Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ 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 38 % making a full year of growth, as evidenced in 2017 – 2018 ELA Florida Standards Assessment.
2. We expect our performance level to be 50% by the end of the 2018 – 2019 school year.
3. The problem/gap is occurring because the critical content within the specialized curriculum is not appropriately identified and taught to each student.
4. If the critical content within the specialized curriculum is appropriately identified and taught to each student, the problem would be reduced by 11 %.

5. SMART GOALS:

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

The percent of ESE students making a full year of growth in ELA will increase from 38 % to 50 %, as measured by 2018 – 2019 ELA Florida Standards Assessment.

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.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs and progress towards short and long-term goals.	Assistant Principal	Beginning and end of each quarter

Review IEP goals, delivery method and services provided to each student with an IEP.	Assistant Principal	Initially, the first month of school, then as needed.

2.   MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly ESE student data chats and goal reviews with ESE Coordinator to ensure alignment to student needs and standards	ESE Team (3)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Teachers will participate in a breakdown of the Teaching and Learning Guide 2018-2019 to fully understand the strategies and action steps aligned to the district.	ESE Team (3) Classroom Teachers (27)	☐ Priority 1 ☒ Priority 2 ☐ 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 29 % proficiency, as evidenced in 2017 – 2018 ELA Florida Standards Assessment.
2.   We expect our performance level to be 50 % proficiency by the end of the 2018 – 2019 school year.
3.   The problem/gap is occurring due to the lack of opportunities students have to utilize CAN DO ELL strategies within the core content.
4.   If the opportunities students have to utilize the CAN DO ELL strategies within the core content would occur, the problem would be reduced by 21 %.

5.   SMART GOALS:

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

The percent of ELL students proficient in ELA will increase from 29 % to 50%, as measured by 2018 – 2019 ELA Florida Standards Assessment.

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.
☒ 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?
Monitor the lesson planning and classroom implementation of effective lessons that engage Ells in rigorous standards based work that is rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting English learners.	Assistant Principal	Monthly
Utilize and monitor the implementation of the Can-Do Name charts in the planning and practice within the classrooms to ensure the instruction matches the needs of Ells and scaffolding provides an appropriate entry-point for grade-level content with ongoing student feedback.	Assistant Principal	Daily/Weekly

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
ELL student data chats and goal reviews to ensure alignment to student needs and standards.	ELL Coordinator/Assistant Principal and Classroom Teacher (28)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Teachers will participate in a breakdown of the Teaching and Learning Guide 2018-2019 specific to ELL strategies.	ELL Team (3) Classroom Teachers (27) ESOL Assistant (1)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Teachers with ELL students will receive training on ELA standards with performance indicators for EL and academic vocabulary instruction.	ELL Team (3) Classroom Teachers (12) ESOL Assistant (1)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1.   Our current level of performance is 83% proficient, as evidenced in 2017 – 2018 ELA Florida Standards Assessment results.
2.   We expect our performance level to be 100% by the end of the 2018 – 2019 school year.
3.   The problem/gap is occurring because there is a disconnect between the understanding of gifted strategies and the grade level standards amongst teachers.
4.   If a stronger understanding about the connection between gifted strategies and grade level standards would occur, the problem would be reduced by 7%.

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>FLORIDA STANDARDS ASSESSMENT.</u>

The percent of gifted students scoring a level 4 or 5 on ELA portion of the FLORIDA STANDARDS ASSESSMENT will increase from 83 % to 100%, as measured by 2018 – 2019 Florida Standards Assessment.

6. STRATEGIES:

☒ Strengthen staff ability to engage students in complex tasks.

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

☐ Choose Strategy

7. ACTION STEPS:

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure lesson meet the needs of gifted students through curriculum compacting and/or differentiation of product, process or content.	Principal Assistant Principal Gifted Teacher Classroom Teacher	August 2018-May 2019
Ensure gifted learners have opportunities to "transfer" knowledge	Gifted Teacher Classroom Teacher	August 2018-May 2019
Provide opportunities for gifted learners that incorporate "fuzzier problems"	Gifted Teacher Classroom Teacher	August 2018-May 2019

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:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will participate in a breakdown of the Teaching and Learning Guide 2018-2019 to fully understand the strategies and action steps aligned to the district.	Gifted Teacher (1) Classroom Teachers (24)	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Monthly data chats with Gifted Teacher Embed professional development on differentiation for the gifted learner in curriculum trainings and PD.	Assistant Principal (1) Gifted Teacher (1)	☐ 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 occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Back to School Night. • Conduct state of the school midway through the year. • Facebook and monthly calendar to communicate information effectively to families, as well as conduct school messenger calls. • Teachers record all communication in FOCUS so that parent communication accessed and monitored. • Provide opportunities on non-student contact days for teachers to meet with parents to update them on students' progress. • Conduct a Student Showcase night. • Provide a Stem night for Parents to participate with students	• Principal • Family Community Liaison	• Aug. 2018 –May 2019
2. Provide academic tools to families in support of their students' achievement at home.	• Grade Levels 3-5 FLORIDA STANDARDS ASSESSMENT parent strategy trainings • Parent support nights "Tools of the Trade" nights that provide parents with strategies to support their students' achievement.	• Family Community Liaison	• Sept. 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	• Invite families to SAC event • "Open door Policy" with a time set aside daily to meet/communicate with parents.	• Principal	• Aug. 2018 –May 2019
4. Intentionally build positive relationships with families and community partners.	• Reach out to community partners such as the Mayor, Law enforcement, "Sister Cities" and Peace for Tarpon, to see how can support student achievement and the community. • Invite local business to our Fall Festival as way for them to see what we offer and integrate them into the school community	• Family Community Liaison • Principal	• June 2018 –May 2019

5. **MONITORING:**

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

6. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Ensure all teachers know how to access the parent communication tab in *FOCUS.*	All Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Johnnie	Crawford III	Black	Principal
Amanda	Beatty	White	Parent
DeRose	Andropolous	White	Teacher
Nicole	Boyle	White	Parent
Joy	Popov	Black	Parent
Silvio	Garcia	Hispanic	Support Employee
Janice	Bedford	Multi	Parent
		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: Click or tap to enter a date.   ☐ No

BUDGET / SIP FUNDS

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

Budget Categories		Amount
1.	**Academic Support**	**$ 2000.00**
	Allocated to provide additional time to Leveled Literacy Intervention Team	2000.00]
	[Describe each support on a separate row]	[Insert Amount]
2.	**Behavioral Support**	**$ [Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	**$ 1000.00**
	Materials and supplies for school-wide STEM activities.	1000.00
	[Insert materials on a separate row]	[Insert Amount]
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ [Insert amount for category]**
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ 3000.00**
	TDE's for teachers to observe colleagues on and off campus.	3000.00
	Click or tap here to enter text.	Click or tap here to enter text.
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 $ **5000.00**	