



# School Improvement Plan SY 2018-19

## SUTHERLAND ELEMENTARY SCHOOL

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

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## Continuous Improvement

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

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

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

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



# Vision and Direction

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Kristy Cantu	<b>SAC Chair:</b>	Kimberly Hurton
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The Sutherland family works together to provide a successful, quality education in a safe learning environment to prepare each student for college, career and life.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
650	19	13	79	23	516	0

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

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		71		78		82						
Learning Gains All		63		80								
Learning Gains L25%		57		76								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Kristy	Cantu	FT	4-10 years
Assistant Principal	Robert	Magoulis	FT	1-3 years
ESE	Tisha	Ordway	FT	4-10 years
ELL	Linda	Arroyo	FT	1-3 years
Equity Champion	Angelike	Loukataris	FT	11-20 years
Kindergarten Teacher	Rachel	Mazur	FT	1-3 years
1 <sup>st</sup> Grade Teacher	Melanie	Attardo	FT	1-3 years
2 <sup>nd</sup> Grade Teacher	Meredith	McClughen	FT	4-10 years
3 <sup>rd</sup> Grade Teacher	Olga	Ingle	FT	4-10 years
4 <sup>th</sup> Grade Teacher	Aimee	Sparkman	FT	4-10 years
5 <sup>th</sup> Grade Teacher	Jessica	Grandmaison	FT	4-10 years
Specialist	Amber	Richter	FT	1-3 years
Secretary/Bookkeeper	Denise	Torro	FT	20+ years
DMT	Sandy	Campanaro	FT	11-20 years
<b>Total Instructional Staff:</b>	<b>12</b>	<b>Total Support Staff:</b>	<b>2</b>	



## B. Improvement Priorities

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

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

### 1. Priority 1: Student-Centered with Rigor

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support transitioning to a more student-centered environment with rigor , then the percent of all students achieving proficiency across all subject areas will increase from 70% to 85% collectively.

### 2. Priority 2: Conditions for learning

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning with a focus on formative assessment , then the percent of all students achieving proficiency across all subject areas will increase from 70% to 85% collectively.

### 3. Priority 3: Standards-based planning

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency across all subject areas will increase from 70% to 85% collectively.



## C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
	SBLT	All Priorities	Students working independently at the appropriate level (Depth of Knowledge) of the grade level standard	<ul style="list-style-type: none"> <li>• Training on Lesson Planning Resources,</li> <li>• Lesson Study</li> <li>• Training on rubric for Task Analysis</li> <li>• Prep PLC agendas</li> <li>• Data debrief cycles with teams</li> </ul>	Principal	Assistant Principal  Grade Level Team Leaders  Guidance Counselor	2nd Tuesday of each month  Weekly PLC's	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards, with targets and performance scales,</li> <li>• Planned and completed student work requiring practice with complex text and its academic language</li> <li>• PLC minutes reflective of specific areas of focus and data analysis of class and grade level trends</li> </ul>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of	<ul style="list-style-type: none"> <li>• Training on lesson</li> </ul>	Principal	Assistant Principal	Weekly on grade level PLC days	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards, with</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			grade-level standards to increase FSA proficiency.	planning, resources <ul style="list-style-type: none"> <li>• Lesson Study</li> <li>• Training on the EQUIP rubric for task analysis</li> <li>•</li> </ul>				appropriate targets and learning boards <ul style="list-style-type: none"> <li>• Planned and completed student work requiring practice with complex tasks and matched at the appropriate DOK level</li> <li>• PLC agenda/minutes</li> <li>•</li> </ul>
2.	Tier 3 Problem-solving Team (MTSS)	All Priorities	To ensure matched intervention support to address areas of student need	<ul style="list-style-type: none"> <li>• Training on matched interventions with proper diagnoses of student deficit</li> <li>• Purposeful planning for intervention blocks</li> <li>• Training on school wide processes and strategies for tiers of support (behavior and academic)</li> </ul>	Principal	MTSS Team		<ul style="list-style-type: none"> <li>• Progress monitoring of intervention support</li> <li>• PMP cycle review</li> <li>• Data cycle trends</li> </ul>
3.	Equity Team	Priority 2 and 3	To achieve competence, excellence,	<ul style="list-style-type: none"> <li>• Equity Training for all staff</li> </ul>	Angie Loukataris Avid CRT	Principal Assistant Principal	Monthly	<ul style="list-style-type: none"> <li>• Data cycle trends show an increase in student</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			independence, responsibility, and self sufficiency for all students	<ul style="list-style-type: none"> <li>Restorative Practice implementation</li> <li>Avid CRT</li> </ul>		Equity Champion  Guidance Counselor and classroom teacher		achievement for all learners <ul style="list-style-type: none"> <li>Decrease in student discipline referrals</li> <li></li> </ul>
4.	Child Study Team	Priority 2	To decrease student absences	<ul style="list-style-type: none"> <li>CST meetings to create attendance plans for students with frequent absences.</li> <li>Analyze trends to problem solve with matched intervention</li> <li>Review school-wide processes to address student absences</li> </ul>	Principal	Social Worker DMT Attendance Specialist Assistant Principal	Bi-weekly on Wednesday's	<ul style="list-style-type: none"> <li>Increase in student attendance</li> </ul>
5.	Same as SBLT ( <i>enter as many rows as needed</i> )	Choose an item.		<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li></li> </ul>
6.	Same as SBLT ( <i>if this is the same as SBLT, please note as this does not need to be duplicated</i> ).	Choose an item.		<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li></li> </ul>





# Continuous Improvement

	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.	PBIS Team (Same as Tier 3 Problem Solving Team (MTSS).	Choose an item.		<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li></li> </ul>
8.	Family Engagement Team	All Priorities	To build a strong home/school connection to support students academic and affective needs.	<ul style="list-style-type: none"> <li>Multiple forms of communication</li> <li>Community celebrations</li> <li>Parent Education opportunities</li> <li></li> </ul>	Principal Assistant Principal	Family/Community Liaison  SAC/PTA	Throughout the school year  Monthly SAC/PTA	<ul style="list-style-type: none"> <li>Climate survey results</li> <li>Increase in volunteer hours</li> <li></li> </ul>
9.	Vertical Content Teams	Priority 1 and 3	To increase understanding of instruction across grade levels that is student centered with rigor and how to plan for it	<ul style="list-style-type: none"> <li>Lesson Study</li> <li>Analysis of standards</li> </ul>	Vertical Content Lead Teachers	All instructional staff	Once per grading period	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Data trends how an increase</li> </ul>

## Goals

### *Instructions*

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

**REFLECTION:** Review your data, and work through the problem-solving and gap analysis processes.

**SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

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

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

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

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



## Conditions for Learning

### A. Climate and Culture

#### DATA SOURCES TO REVIEW:

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

1. Our current level of performance in school-wide behavior is 36 referrals, 7 in school suspensions and 3 out of school suspensions which were all males. We expect our performance to decrease by 20% in all areas by the end of the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because students represented in this data lack appropriate social and academic skills to perform successfully in the classroom.
3. If Restorative Practice structures are implemented school-wide, the problem would be reduced by creating classroom cultures that are responsive and inclusive of all learners academic and social needs, as evidenced by a decrease in referral and suspension data and an increase in positive behavior recognition. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing discipline data and classroom conduct data bi-weekly with our MTSS team.

#### 5. SMART GOAL:

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

The percent of male students represented in the current discipline data receiving referrals will decrease from 5% to 2.5%, as measured by restorative practices research from IIRP.

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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> <li>• Johnetta Haugabrook</li> </ul>	<ul style="list-style-type: none"> <li>• June 2018</li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Athina Smalios</li> </ul>	<ul style="list-style-type: none"> <li>• July 2018</li> </ul>
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>• Kristy Cantu</li> <li>• Rob Magoulis</li> <li>• Danielle Matthews</li> <li>• Athina Smalios</li> <li>• Kim Hurton</li> </ul>	<ul style="list-style-type: none"> <li>• 2018</li> </ul>



<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>• Kristy Cantu</li> <li>• Rob Magoulis</li> <li>• Danielle Matthews</li> <li>• Athina Smalios</li> <li>• Kim Hurton</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-School training 8/6/2018</li> <li>• On-going in the 2018-2019 school year</li> </ul>
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>• Principal, Assistant Principal and RP trainer</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> <li>• Principal/Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Data share through MTSS and school wide faculty meetings</li> </ul>
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Principal/Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• On-going monthly at staff meetings</li> </ul>

### 8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Training-August 6th	All instructional and classroom support staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Training through grade level PLC's	All instructional and classroom support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID-CRT	All instructional and classroom support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## B. Conditions for Learning: Attendance

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

1. Our current attendance rate is 95.4% for all students with 10% of students absent 10% or more . We expect our performance level of students missing 10% or more to be decreased by 50%.
2. The problem/gap in attendance is occurring because of lack of parent understanding and/or placing a higher priority on consistent attendance for their child.
3. If more consistent parent education opportunities would occur, the problem would be reduced by 50%
4. We will analyze and review our data for effective implementation of our strategies by analyzing attendance data bi-weekly through our Child Study Team.

### 5. SMART GOAL:

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

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

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier 2 /3 interventions to address and support the needs of students and parents.
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review school-wide strategies for positive attendance with all staff.</i>	Principal/Assistant Principal	Pre-school and grading period
<i>Develop and implement attendance incentive programs for students and staff.</i>	Principal/Assistant Principal	Each grading period
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Child Study Team	Monthly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	CST Team	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST Team	Bi-weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT	Daily
<i>Review protocol for follow up with families when consistent student absences are occurring.</i>	Principal/Assistant Principal	Pre-school with follow up once per 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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Staff training on attendance strategies to increase and maintain student attendance	All instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DMT will review attendance procedures with staff	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Staff training on implementation of positive attendance incentive program	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 69% proficient, as evidenced in state FSA ELA data.
2. We expect our performance level to be 80% by May 2019.
3. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity.
4. If standards based instruction at the aligned level of complexity 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 FSA.

The percent of all students achieving ELA proficiency will increase from 69% to 80%, as measured by FSA data.

The percent of students in our lowest 25% will increase learning gains from 45-50% as measured by FSA 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.
- 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.
- 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 intentionally plan instruction aligned with a high level of rigor by using Webb’s Depth of Knowledge/Marzano’s Taxonomy and adjust instruction through the use of talk, task, text and student needs.	Principal/Assistant Principal	On-going through collaborative planning blocks
Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for strategic practice as well as build stamina for longer projects across the grade levels and calendar year.	Principal/Assistant Principal	On-going daily
Teachers and students analyze tasks using rubrics to determine where students are in relation to the standard and plan for next steps.	Principal/Assistant Principal	On-going
Teachers monitor and provide feedback to students to support learning.	Principal/Assistant Principal	On-going
Administrators monitor teacher practice and provide feedback to support teacher growth.	Principal/Assistant Principal	On-going
Implement research based interventions matched to student deficit and progress monitor bi-weekly through MTSS		

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

- Priority 1
- Priority 2
- Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training for the implementation of student task rubric	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Utilization of the Continuum of Learning (MAP) to support differentiated instruction	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on the implementation of Webb's Depth of Knowledge as it relates to student tasks and alignment to standards	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Implementation of lesson study protocol	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Continued PD with Reading Units of Study work (RUS)	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





## B. Mathematics Goal

### DATA SOURCES TO REVIEW:

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

1. Our current level of performance is 84%, as evidenced in FSA Math data.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity.
4. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 6% as measured by FSA Math data.

### 5. SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 84% to 90%, as measured by FSA..

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

- Strengthen staff ability to engage students in complex tasks.
- 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.
- 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 implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the mathematics block to increase number sense and flexibility.	All instructional staff	On-going
Administrators and teachers engage in mathematics -focused learning walks using district provided walkthrough tools.	MTLI	On-going
Mathematics Teacher Leaders are intentionally developed and included in development of the Mathematics Professional Development Plan and other decisions.	MTLI	On-going
Teachers monitor and provide feedback to students to support learning.	All instructional staff	On-going
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback, with mathematics coach support as requested.	Administrators	On-going

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

- Priority 1
- Priority 2
- Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attend MTLI district workshops	MTLI	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Utilization of the Continuum of Learning (MAP) to support differentiated instruction	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on the implementation of Webb's Depth of Knowledge as it relates to student tasks and alignment to standards	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Implementation of lesson study protocol	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Training for the implementation of student task rubric	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
How to effectively use math discourse to determine student understanding of content	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## C. Science Goal

### DATA SOURCES TO REVIEW:

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

1. Our current level of performance is 83%, as evidenced in NGSSS assessment.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity. .
4. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 7%.

### 5. SMART GOALS:

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

The percent of all students achieving science proficiency will increase from 83% to 90%, as measured by NGSSS 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.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	All instructional staff	Daily
Teachers monitor and provide feedback to students to support learning inclusive of the 'Confirming the Learning' portion of the instructional model and student conferencing opportunities.	All instructional staff	Daily
Administrators monitor teacher practice and provide feedback to support teacher growth.	Administrators	On-going
Foster an environment of cooperation and collaboration amongst students including academic language, discussions and group projects.	All instructional staff	Daily
While students are practicing, staff observes, takes notes and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback.	All instructional staff	Daily
Intentional spiraling of the Science curriculum in grades 3 and 4	3 <sup>rd</sup> -5 <sup>th</sup> grade teachers	During collaborative 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
Utilization of the Continuum of Learning (MAP) to support differentiated instruction	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Effective use of formative assessments (formal and informal)	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
How to provide specific, actionable feedback utilizing journals/SLAGS	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
How to effectively use science discourse to determine student understanding of content	All instructional staff	



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 0 out of 6 modules for bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. ..
2. We expect our performance level to be 3 out 6 modules by May 2019.
3. The problem/gap is occurring because lack of prioritization on part of our staff.
4. If our healthy schools team had consistent implementation would occur, our school would have greater opportunity for recognition.

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

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

**6. 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   
  Other Priority

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545 Healthy School Team Members <input type="checkbox"/> Other Priority Healthy School Team A: Assessment Component #19534 Healthy School Team Members <input type="checkbox"/> Other Priority Healthy School Program B: Smart Snacks in School Component #19549	Healthy Schools Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 Other



# Academic Goals

Healthy School Team Members		
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy Schools Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 Other
Healthy School Team D: Celebrations Component #20530		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 Other



**G. STEM Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 3 afterschool STEM academies (2 intermediate and 1 primary), as evidenced in student attendance roster.
2. We expect our performance level to be increased by 2 additional academies.
3. The problem/gap is occurring because teachers feel a lack of time to plan for these additional learning opportunities and therefore are not willing to facilitate.
4. If we had flexibility to have morning academies, the problem would be reduced by the number of teachers willing to facilitate these learning opportunities.

**5. SMART GOALS:**

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

The number of all students participating in STEM academy activities will increase from 60 students to 100 students, as measured by school and district participation data.

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

- Enhance 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?
Meet with staff to roll out plan for additional STEM academies	Teacher STEM leader	August 2018
Promote and emphasize the belief that all students are capable learners and the importance of 'effort' as a key component in success.	STEM facilitators	On-going
Connect learning to STEM careers and exploration of how their learning can impact their future	STEM facilitators	On-going
Allow for collaborative problem-solving opportunities for the engineering design process.	STEM facilitators	On-going

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM presentation for staff to increase understanding and impact on student understanding	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

**A. Bridging the Gap with Equity for All: Black Students**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 30% of black students are meeting proficiency standards, as evidenced in FSA data.
2. We expect our performance level to be 100% by May 2019.
3. The problem/gap is occurring because our black students are not demonstrating mastery of standards at the appropriate level of complexity. .
4. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 100%.

**5. SMART GOALS:**

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

The percent of black students meeting proficiency standards will increase from 30% to 100%, as measured by FSA ELA and Math data.

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

BTG Area	Strategies	Expected Impact and Results
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• The use of culturally relevant instructional practices supports a strong sense of belonging, relevance, value and community. This will support and optimal learning environment and have a positive impact on student achievement.</li> <li>• Provide families with personal invitations for their child to attend Extended Learning Programs so that barriers can be addressed. An increase in participation will have a positive impact on student achievement.</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• All 2<sup>nd</sup> grade students are screened in October. In addition black students will be screened in other grade levels as well.</li> </ul>
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Students are provided opportunities to be part of a learning community that values all members and seeks to restore community when needed.</li> </ul>
ESE Identification	<input type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input checked="" type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Ensure that matched interventions are in place with appropriate progress monitoring to close any gap in achievement.</li> </ul>





## Subgroup Goals

Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Ensure a fair and consistent hiring process by working with HR to support the recruitment of black applicants.</li> </ul>
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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?
Teachers are provided with disaggregated data indicators for black students	Administrators	On-going
Teachers differentiate instruction and teach based on best practices for culturally relevant instruction	Instructional Staff	On-going
Teachers handle class discipline with the principles of restorative practices, equity and cultural diversity in mind.	Instructional Staff	On-going

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
Restorative Practices	All instructional staff and classroom support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID for CRT	All instructional staff and classroom support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity	All instructional staff and classroom support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 55% of ESE students meeting proficiency standards, as evidenced in FSA ELA and Math data.
2. We expect our performance level to be 75% by May2019.
3. The problem/gap is occurring because our ESE students are not performing at the appropriate level to engage in rigorous, grade level content.
4. If research based interventions were matched to student deficit the problem would be reduced by 20%.

**5. SMART GOALS:**

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

The percent of ESE students achieving proficiency standards will increase from 55% to 75%, as measured by FSA ELA and Math data.

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.)*

- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Make instructional decisions based on data indicators. Develop foundational IEP goals that support skills necessary to progress to proficiency on grade level standards.	ESE Teachers Classroom Teachers	On-going
Use frequent assessment to monitor for student progress on IEP goals and grade level skills needed to progress towards proficiency on grade level standards	ESE Teachers	On-going
Promote student independence by teaching, modeling and practicing social and life skills	ESE and Classroom teachers	On-going
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE/Classroom teachers	On-going
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	Administrators/ESE teachers	July 2018



# Subgroup Goals

## 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
Using the MAP continuum to make instructional decisions and monitor progress toward mastery of grade level standards	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Effective use formative assessments (formal and informal)	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**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 28% of ELL students meeting proficiency, as evidenced in FSA ELA data.
2. We expect our performance level to be 40% by May 2019.
3. The problem/gap is occurring because of the identified language barrier.
4. If students become more proficient with the English language, the problem would be reduced by 12%.

**5. SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 28% to 40%, as measured by FSA ELA data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Articulate the process and procedures for scheduling EL students in clusters to maximize instructional support and ensure all teacher are aware of the EL students in their class	Administrators	August 2018
Provide regular opportunities for EL and content teachers to collaborate and co-plan to bridge grade level work and the integration of language development within content specific instruction	Administrators	On-going
Review school based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions	All instructional staff	On-going
Continue with implementation of Thinking Maps	All instructional staff	On-going

**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
Thinking MAP refresher training	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Review of research based interventions for foundation reading deficits	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 77% of female learners and 62% of male learners demonstrated proficiency in ELA, as evidenced in FSA ELA data.
2. We expect our performance level to be 90% proficiency for both female and male learners by May 2019.
3. The problem/gap is occurring because instructional strategies in ELA are not addressing the needs of male learners.
4. If additional instructional strategies to engage and support male learners in ELA would occur an increase in ELA proficiency would result in an increased proficiency rate of 90%.

**5. SMART GOALS:**

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

The percent of male students achieving ELA proficiency will increase from 62% to 90%, as measured by FSA ELA.

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

- Enhance the relationship-building skills for boys.
- Strengthen the equitable engagement opportunities for boys.
- Invest in the building of high expectations and growth mindset.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
One-on-one conferences are a consistent routine in the classroom	Boy Champions	On-going
Conflicts are regularly de-escalated and de-personalized. Consistent loop back with the student after any conflict	Boy Champions	On-going
Boys and girls participate equally	Boy Champions	On-going
Boys are regularly encouraged to respond in a variety of formats	Boy Champions	On-going
Boys are regularly recognized for effort and risk taking	Boy Champions	On-going
Highly effective accountability system that encourages boys to put forth their best effort personally and academically	Boy Champions	On-going

**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
Continue with strategies training and brain based development with Ellen Trukowski	All instructional staff	<input checked="" type="checkbox"/> Priority 1, 2, 3
Continue with Litlife partnership training/coaching	All instructional staff	<input checked="" type="checkbox"/> Priority 1, 2, 3
Refresher on Standards Tracker tool	All instructional staff	<input checked="" type="checkbox"/> Priority 1
Restorative Practices	All instructional staff	



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Parent training-use of portal to track progress</li> <li>Restorative Practices</li> <li>Newsletters</li> <li>Planners</li> <li>School Messenger</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>Tech specialist</li> <li>Administrator/classroom teacher</li> <li>Administrator</li> <li>Tech specialist</li> </ul>	<ul style="list-style-type: none"> <li>September 2018</li> <li>Monthly</li> <li>Daily</li> <li>Weekly</li> <li>Ongoing</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Night at the Library</li> <li>Parent University</li> <li>Open House</li> <li>Digital learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>PTA/family community liaison</li> <li>Classroom teachers</li> <li>Tech specialist</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2018</li> <li>Fall 2018</li> <li>Fall 2018</li> <li>Fall 2018</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Parent/Teacher conference night</li> <li>IEP Meetings</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Coffee with the administrators</li> <li>PTA events</li> <li>Business partnerships</li> </ul>	<ul style="list-style-type: none"> <li>PTA/Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Once per grading period</li> <li>Ongoing</li> </ul>

### 5. MONITORING:

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

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Kristy	Cantu	White	Principal
Robert	Magoulis	White	Other Instructional Employee
Kimberly	Hurton	White	Teacher
Andrea	Kucha	White	Teacher
Vincent	Hoffman	White	Teacher
Denise	Torro	White	Support Employee
Michelle	Blagg	White	Parent
Jane	Engle	White	Parent
Erica	Lynford	White	Business/Community
Rich	Reisinger	White	Business/Community
Diana	Martinez	Hispanic	Parent
Fernanda	Brum	Hispanic	Parent
Kari	Brocuglio	White	Parent
Darcy	Block	White	Parent

## SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: 8/23/2018  No



## BUDGET / SIP FUNDS

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

Budget Categories		Amount
<b>1. Academic Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2. Behavioral Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3. Materials and Supplies</b>		<b>\$ [Insert amount for category]</b>
	Professional literature to support book studies on relevant educational topics]	[\$700.00]
	[Insert materials on a separate row]	[Insert Amount]
<b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>		<b>\$ [Insert amount for category]</b>
	TDE's provided to each teacher for full day collaborative planning	\$2,625.00]
	[Describe categories on a separate row]	[Insert Amount]
<b>6. Other (please list below)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]





# Budget and Other Requirements

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