School Improvement Plan
SY 2018-19

TARPON SPRINGS ELEMENTARY SCHOOL

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⬡ **Continuous Improvement**

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

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

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

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

A. Vision and Direction

School Profile

Principal:	Arthur Steullet	SAC Chair:	Elizabeth Graham

School Vision	100% Student Success

School Mission	To promote highest student achievement in a safe learning environment.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
614	8	179	155	42	229	1

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	**2017 %**	**2018 %**	**2017 %**	**2018 %**	**2017 %**	**2018 %**	**2017 %**	**2018 %**	**2017 %**	**2018 %**	**2017 %**
Proficiency All	41	45	53	60	47	46						
Learning Gains All	39	62	51	69								
Learning Gains L25%	29	67	45	63								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Arthur	Steullet	FT	4-10 years
Equity Champion Guidance Counselor	Joanne	Chaisson	FT	4-10 years
ESE	Jillian	Saaf	FT	4-10 years
ELL	Eva	Poulakidas	FT	4-10 years
Assistant Principal	Thea	Saccasyn	FT	4-10 years
Curriculum Specialist	Lisa	Ryan	FT	1-3 years
Behavior Specialist	Tania	Harper	FT	4-10 years
Secretary	Donna	Caplinger	FT	4-10 years
Head Plant Operator	Greg	Baldwin	FT	1-3 years
5th Grade Team Lead	Kathy	Conrad	FT	11-20 years
4th Grade Team Lead	Ileana	Duncan	FT	4-10 years
3rd Grade Team Lead	Jeanette	Scanlan	FT	1-3 years
2nd Grade Team Lead	Deanna	Richards	FT	4-10 years
1st Grade Team Lead	Antonia	Costas	FT	4-10 years
K Grade Team Lead	Colleen	Harbaugh	FT	4-10 years

Total Instructional Staff:	63		Total Support Staff:	30

B. Improvement Priorities

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies, which support standards-based instruction , then the percent of all students achieving proficiency will increase from 47% to 67%.

2. Priority 2: Conditions for learning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies, which support conditions for learning , then the percent of all students achieving proficiency will increase from 47% to 67%

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies, which support student-centered with rigor , then the percent of all students achieving proficiency will increase from 47% to 67%.

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 instructional implementation of grade-level standards to increase student FSA proficiency*	• Training on planning resources • Observational feedback • Plan implementation support. • Tier 3 progress monitoring	Principal	Assistant Principal Guidance Counselor Behavior Specialist Social Worker Psychologist	Weekly on Wednesday	• *Lesson plans aligned to standards, with targets and performance scales,* • *MTSS plans implemented with fidelity* • *Review of tier 2 & 3 plans in SBLT mtg's.*
2.	Restorative Practices Team	Priority 2	*Monitor behavior plans to decrease ODRs. Monitor attendance data to decrease absence rate. Facilitate professional*	• Training on culturally responsive teaching practices • Training on Trauma Informed Care	Assistant Principal	Behavior Specialist Team Reps	Monthly on Wednesday	• Culturally responsive practices evident in observations and lesson plans. • Restorative Plans created and implemented.

	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
			development in areas of need.	• Training on Restorative Practices				
3.	Child Study Team	Priority 2	*Decrease absence rate and improve attendance monitoring processes.*	• Programs and processes that support increased attendance • Professional development on high yield strategies.	Assistant Principal	Behavior Specialist Guidance Counselor Social Worker Psychologist	Biweekly on Wednesday	• Absence rate decreases
4.	Team Leaders	All Priorities	Monitor all school processes	• Review processes at monthly meetings	Principal	Grade level team leaders	Monthly on Wednesday	• Processes are effective: absence rate decreases, ODRs decrease, student achievement proficiency increases.
5.	Literacy Leadership Team	Priority 1	Increase ELA proficiency	• Improving ELA processes and initiatives	Literacy Leadership Chair	Grade level reps	Monthly on Wednesday	• Meetings are held as scheduled • ELA FSA proficiency increases.
6.	Family Engagement Team	Priority 2	Increase Family Engagement	• Review needs processes work to increase family engagement	Curriculum Specialist	Community Involvement Literacy Team Leader	Monthly	• Increased achievement scores • Increased family engagement

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 is 115 ODRs for 2017-2018. We expect our performance level to be reduced by 20% by the end of 2018-2019.
2. The problem/gap in behavior performance is occurring because disrespect and defiance in the classroom.
3. If additional professional development in culturally responsive practices would occur, the problem would be reduced by 20%, as evidenced by previous historical discipline data.
4. We will analyze and review our data for effective implementation of our strategies by monitoring processes through SBLT.

5. SMART GOAL:

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

The percent of all students receiving a referral will decrease from 10% to 8%, as measured by office/discipline referral data in FOCUS.

6. STRATEGIES:

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

☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

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

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	• Assistant Principal	• June 25 & 26
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Assistant Principal	• July 16-18
Develop school-wide roll-out and development plan of RP/SEL.	• Assistant Principal	• August 8
Conduct learning opportunities.	• Assistant principal	• On-going all year
Monitor and support staff for implementation with fidelity.	• Principal/AP	• On-going all year
Review student and teacher data on weekly basis for trends and next steps.	• SBLT	• Weekly

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

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Trauma Informed Care Practices	All staff - 100	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Emergency Plan and Preparedness	All staff - 100	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Restorative Practices	All staff - 100	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):
1. Our current attendance rate is 19%. We expect our performance level to be 14% by the end of 2018-2019 school year.
2. The problem/gap in attendance is occurring because lack of school connectedness.
3. If students and families' increased connectedness would occur, the problem would be reduced by 50%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring through SBLT.

5. **SMART GOAL:**

The percent of all students absent from school will decrease from 19% to 10%, as measured by attendance data found in FOCUS.

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

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

☒ Strengthen the implementation of Tier I interventions to address and support the needs of students.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Social Worker/SBLT	Preschool
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker/SBLT	Preschool
Develop and implement attendance incentive programs and competitions.	Social Worker/SBLT	Preschool
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Social Worker/SBLT/Teachers	On-going all year
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social Worker/SBLT	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	SBLT	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	Daily

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Trauma Informed Care Practices	All staff - 100	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Restorative Practices	All staff - 100	☒ 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 41%, as evidenced in FSA ELA Scores.
2. We expect our performance level to be 61% by Spring 2019.
3. The problem/gap is occurring because lack of rigorous standards based instruction targeted to student need.
4. If rigorous standards based instruction targeted to student need would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

The percent of all students taking the ELA FSA will increase from 41% proficiency to 61% proficiency, as measured by FSA Scores. The percent of all students making learning gains will increase from 39% to 57%. The percent of L25 students making learning gains will increase from 29% to 50%.

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?
Collaborative planning/Use of Planbook.com as format for plans	Principal	On going all year
Hourly teachers and specialists provide support to all classrooms	Principal/AP	On-going all year
Feedback provided to teachers from administrators and coaches	Principal/AP/Coaches	On-going all year

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
Book study on creating rigorous lessons	Assistant Principal	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Guided Reading training/support for all teachers	Curriculum Specialist	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Data analysis for instructional planning for all students that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance; design lessons on a trajectory of difficulty.	Administrators/Data Champion	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Data analysis for instructional planning for L25 students that ensures differentiation, intervention and enrichment while	Administrators/Data Champion	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

scaffolding learning to increase student performance; design lessons on a trajectory of difficulty.		

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 53%, as evidenced in FSA Assessment data.
2. We expect our performance level to be 73% by Spring of 2019.
3. The problem/gap is occurring because lack of rigorous standards based instruction.
4. If Standards Based Instruction would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

The percent of all students taking the Math FSA will increase from 53% proficiency to 73% proficiency, as measured by FSA Scores.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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

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 will collaboratively plan standards based instruction	Administrators	Ongoing all year
Students will participate in ELP	Curriculum Specialist	Ongoing all year
Students will participate in Connect for Success	Media Specialist	Ongoing all year
Students will participate in Coding Clubs and STEM Clubs	Curriculum & Media Spec.	Ongoing all year

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**
Collaborative Planning with teachers for standards based, student centered rigorous instruction.	All teachers Curriculum Specialist	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
STEM Training with teachers who are participating in the program	Classroom teachers who teach stem	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Data Chats with teams	Adminstrators, Curriculum Specialist, SBLT	☒ 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 47%, as evidenced in FSA Data.
2. We expect our performance level to be 67% by Spring of 2019.
3. The problem/gap is occurring because lack of rigorous standards based instruction.
4. If standards based instruction would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

The percent of 5th grade students taking the Next Generation State Science Standards Assessment will increase from 47% to 67%, as measured by the NGSSSA .

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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

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?
Integrate science through other content areas modifying instructional strategies to include student research, reasoning and problem solving skills including review of grades 3 & 4 standards. Need will be established through the diagnostic assessment.	Administrators Curriculum Specialist Content area teachers	Ongoing all year
Provide extended learning opportunities including STEM and Robotics clubs.	Extended learning teachers	Ongoing all year
Utilize the 10%-70%-20% instructional routine in all classrooms	Content Area Teachers	Ongoing all year

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 collaboratively plan together	15--3rd, 4th, 5th grade teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will work together to implement the science lab lessons	20—3rd, 4th, 5th grade teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Participation in STEM academies by teachers and students	4 teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52%, as evidenced in Humana Go 365.
2. We expect our performance level to be 80% by September 2019.
3. The problem/gap is occurring because Teachers need to understand the value of GO 365.
4. If teachers were to spend time downloading the app would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

    The number of all staff using GO 365 will increase from 52% to 80%, as measured by Humana GO 365 use.

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.

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?
Working with the wellness coordinator to increase teacher participation	Wellness Champion	Ongoing all year
Offer wellness activities to earn Go365 Points	Wellness Champion	Ongoing all year

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**
Train teachers in how to use Humana GO 365	30 classroom teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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 52% overall proficiency in ELA, Math and Science, as evidenced in 2017 FSA/NGSSS scores.
2. We expect our performance level to be 57% by 2019.
3. The problem/gap is occurring because lack of rigorous standards based instruction or support to achieve proficiency.
4. If rigorous standards based instruction and support would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

The percent of all students achieving proficiency will increase from 52% to 57%, as measured by FSA and NGSSS.

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

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?
Data analysis to better plan for instruction	Administrators/Data Champion	Ongoing all year
Collaborative planning to improve rigor in instruction	Curriculum Specialist	Ongoing all year

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
District wide training provided for all instructional staff	All instructional staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Book study focused on increasing rigor in instructional plans	Varied instructional staff	☒ 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 <u>50 students</u>, as evidenced in <u>the number of students enrolled in stem clubs</u>.
2. We expect our performance level to be <u>75 students</u> by <u>October 2018.</u>
3. The problem/gap is occurring because <u>we need to increase the number of STEM classes available to students</u>.
4. If <u>we were to increase more classes</u> would occur, the problem would be reduced by <u>100%</u>.

5. **SMART GOALS:**

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

The number of all students participating in STEM Academy Activities will increase from from 12% to 25%, 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.)*

☒ Choose Strategy **– work with STEM to add more programs up to 4 programs**

☐ 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?
Recruiting and retaining teachers to participate in the STEM academies	Administrators	August
Teachers will attend STEM trainings and begin and implement STEM programs	Classroom teachers participating	At the point of training

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 attend STEM training	4 classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 33% in ELA and 37% in Math, as evidenced by FSA.

2. We expect our performance level to be 53% in ELA and 57% in Math by 2019.

3. The problem/gap is occurring because lack of rigorous standards based instruction or support to achieve proficiency.

4. **SMART GOALS:**

The percent of black students achieving profiency in ELA will be 53% and in Math will be 57%, as measured by FSA.

5. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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	☒ Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. ☒ 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. ☒ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	• Increase in academic proficiency results
Advanced Coursework	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☒ 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.	• Increase in advanced academic proficiency (Scoring level 4 & 5)
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. ☒ Implement Restorative Practices throughout the school.	• Reduced ODRs, increased academic proficiency.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification.	• Reduced ODRs, increased academimc proficiency.
Minority Hiring	☐ Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences.	• Increased retention of minority teachers and staff.

6. **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

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?
Assuring participation in ELP	Curriculum Specialist	Ongoing all year
Providing social opportunities for staff to interact with each other	Social committee	Ongoing all year
Providing scheduling supports for black students (lunch bunch)	Behavior Specialist	Ongoing all year

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Trauma Informed Care training	All staff - 100	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Restorative Practices training	All staff - 100	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
District Wide training – culturally relevant teaching	All instructional staff - 60	☒ 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 36% in ELA% and 54% in Math, as evidenced in FSA.
2. We expect our performance level to be 56% in ELA% and 74% in Math by 2019.
3. The problem/gap is occurring because lack of rigorous standards based instruction.
4. If rigorous standards based instruction would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

The percent of ESE students achieving proficiency in ELA will increase from 36% to 54% and in Math will increase from 56% to 76%, as measured by FSA and NGSSS scores.

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

☒ Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

☒ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

☒ Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Data analysis to effectively plan for instruction	Curriculum Specialist	Ongoing all year
Scheduling supports to all ESE students based on identified need.	Assistant Principal	Ongoing all year
Delivery of specially designed instruction	ESE teachers	Ongoing all year
Professional development in ESE strategies	All teachers	Ongoing all year

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
ESE teacher training (Matrix, etc)	ESE staff - 15	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Culturally relevant instruction (DWT)	All instructional staff - 60	☒ 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 20% proficient in ELA and 48% proficient in Math, as evidenced in FSA.
2. We expect our performance level to be 40% in ELA and 68% in Math by 2019.
3. The problem/gap is occurring because lack of rigorous standards based instruction.
4. If rigorous standards based instruction would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

The percent of ELL students achieving proficiency in ELA will be 40% and in Math will be 68%, as measured by FSA.

6. **STRATEGIES:**

☒ 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?
Collaborative planning to create rigorous standards based lessons	Curriculum Specialist	Ongoing all year
Data analysis to inform effective lesson planning	Data Champion/SBLT	Biweekly
Professional development in ELL strategies	All teachers	Ongoing all year

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
Support and resources from the ELL department	All instructional staff - 60	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
DWT focused on culturally relevant teaching	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Professional development based on strategies outlined in the Teaching and Learning Guide.	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ 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 50% for males scoring proficient in ELA, Math and Science, as evidenced in FSA/NGSSS scores.
2. We expect our performance level to be 70% by 2019.
3. The problem/gap is occurring because lack of rigorous standards based instruction.
4. If rigorous standards based instruction would occur, the problem would be reduced by 100%.

5. **SMART GOALS:**

The percent of male students achieving proficiency in ELA, Math and Science will increase from 50% to 70%, as measured by FSA/NGSSS scores.

6. **STRATEGIES:**

☒ Provide a physical learning environment that is conducive for learning for both genders.

☒ Invest in the building of high expectations and growth mindset.

☒ Teachers utilize culturally relevant teaching.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide scheduling supports for male students – restorative lunch circles	Behavior Specialist	Ongoing all year
Collaborative planning focused on closing the gender gap	Classroom teachers	Ongoing all year
Data analysis to inform effective instruction	Data Champion/SBLT	Biweekly

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
DWT focused on culturally relevant instructional practices	All instructional staff - 60	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Book study focused on rigorous instructional practices	Varied instructional staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Open house in August-- Teachers will focus on building capacity in parents in their understanding literacy at home. • Title One Annual meeting • Student Led Conference night • Monthly newsletters • Ongoing communication with parents on an individual as needed basis •	• Assistant Principal • Curriculum Specialist	• At the beginning of the school year and ongoing throughout the school year
2. Provide academic tools to families in support of their students' achievement at home.	• Open House in August • Title One Annual Meeting • Student led conferences night – parents will learn strategies with their students about how to talk about learning. • Books and Bagels is a parent event that will build capacity in the area of literacy. Parents will learn strategies for improving at home reading, and ways for parents to work with student sat home. • Monthly Newsletters • Parent Conferences • Connect 4 Success—A connect for success night that focuses on building capacity with technology at home. • Promise Time Program	• Curriculum Specialist • Media Specialist	At the beginning of the school year and ongoing throughout the school year
3. Purposefully involve families with opportunities for them to advocate for their students.	• Student/Family questionnaires on going throughout the school year • Asking parents for feedback and parent and family engagement events • Providing opportunities for parents to voice concerns in parent conferences	• Principal • Classroom Teachers	• At the beginning of the school year and ongoing throughout the school year

	• PTA General Meetings/SAC Meetings • Title One Annual Meetings		
4. Intentionally build positive relationships with families and community partners.	• The Community involvement Liaison, SAC Committee, and PTA will work with community members to build positive relationships.	• Principal	• Before school begins and Ongoing throughout the school year

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
Standards Based Instruction and Support at Home	3rd, 4th 5th grade Teachers Curriculum Specialist Administrators	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Connect For Success	40 Media Specialist Administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Student Led Conference Night	All Classroom Teachers All families invited Administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Title One Annual Meeting	All Classroom Teachers Curriculum Specialist Administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Open House	All Classroom Teachers All families Invited Administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Dual Capacity Family Engagement Team Training	4	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Elizabeth	Graham	White	Parent
Arthur	Steullet	White	Principal
Lisa	Ryan	White	Parent
Vicki	DiPietro	White	Other Instructional Employee
Christine	Brinker	White	Business/Community
Carmen	Lake	Black	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		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
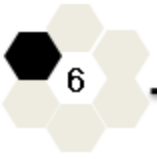
BUDGET / SIP FUNDS

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	**$ [Insert amount for category]**
National Honor Society	$1500.00
	[Insert Amount]
2. Behavioral Support	**$ [Insert amount for category]**
Anti-Bullying Program	$600.00
[Describe each support on a separate row]	[Insert Amount]
3. Materials and Supplies	**$ [Insert amount for category]**
Coding Programs for Coding Clubs	$500.00
[Insert materials on a separate row]	[Insert Amount]
4. Employee Expenses *(i.e., travel, registration fees, etc.)*	**$ [Insert amount for category]**
Conference for School Resource Officer	$500.00
	Click or tap here to enter text.
5. Professional Learning and Training *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ [Insert amount for category]**
TDE's for School Safety Trainings	$200.00
[Describe categories on a separate row]	[Insert Amount]
6. Other *(please list below)*	**$ [Insert amount for category]**
Veteran's Day Assembly	$300.00
[Describe each on a separate row]	[Insert Amount]

TOTAL $ [Insert total estimated SIP Budget]