School Improvement Plan
SY 2018-19

TARPON SPRINGS FUNDAMENTAL ELEM

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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:	Holly Oakes	SAC Chair:	Kathryn Emby

School Vision	100% Student Success

School Mission	In collaboration with families, we will provide a safe, nurturing environment which inspires lifelong learning and fosters responsible citizenship.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
272	5	7	23	6	231	0

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	91	90	97	96	93	83						
Learning Gains All	63	70	79	81								
Learning Gains L25%	72	74	74	81								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Holly	Oakes	FT	Less than 1 year
Curriculum Specialist	Doris	Sundholm	FT	20+ years
Counselor/MTSS	Laura	Snare	FT	11-20 years
Media Specialist	Michele	Morris	FT	11-20 years
Teacher of Gifted	Jennifer	Scott	FT	4-10 years
Total Instructional Staff:	**23**		**Total Support Staff:**	**11**

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 student-centered with rigor , then the percent of all students above expected level will increase from 70% to 85% students scoring 4 or 5 on FSA in ELA, Math, and Science.

2. Priority 2: Formative Assessment

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students above expected level will increase from 70% to 85% students scoring 4 or 5 on FSA in ELA, Math, and Science.

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students above expected level will increase from 70% to 85% students scoring 4 or 5 on FSA in ELA, Math, and Science.

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*
	EXAMPLE: *SBLT*	All Priorities	*Monitor instructional implementation of grade-level standards to increase student FSA proficiency*	• *Training on Lesson Planning Resources,* • *Preconference,* • *Weekly instructional reports,* • *Prep PLC agendas*	*Principal*	*Assistant Principal(s)*	*Weekly on Tuesdays*	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language*
1.	SBLT *(using MTSS Framework)*	Priority 1	*Monitor instructional implementation of grade-level standards to increase student FSA proficiency*	• Training and support for problem-solving cycle • Providing tools for monitoring • Infusion into PLC's (agendas)	Principal	Curriculum Specialist, MTSS Coordinator, Grade level Teachers	Monthly on the 3rd Thursday	• Notes from data reviews • SBLT meeting notes

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
2.	Problem Solving for Tier 3 Interventions	Priority 1	To ensure high levels of achievement for ALL students	• MTSS meetings • PLCs • SBLT meetings	MTSS Coordinator	All instructional staff	Weekly or as needed	• MTSS meeting notes • PLC summaries • Intervention data
3.	Equity Team	Priority 3	To ensure teaching practices that meet the needs of students from diverse backgrounds	• Equity chair will meet with classroom teachers to share information and strategies to support all learners	Equity Chair	All instructional staff	Periodically throughout the year (minimum quarterly or as needed)	• Documented in minutes taken in the context of the meeting, professional development materials, observation of teaching practices
4.	Child Study Team	All Priorities	To ensure high levels of attendance for all students	Review of student attendance data	Principal	Counselor, DMT, Social Worker	Bi-monthly	• Minutes submitted to district and attendance data
5.	Literacy Leadership Team *(same as SBLT).*	All Priorities	To ensure highest level of achievement for all students	• Targeted discussions based upon school-wide needs and current data • Training and support for best practices outlined in the Marzano Focused Instructional Model	Principal	Counselor, Curriculum, Media, Gifted, teacher reps	Monthly	• Minutes are taken and shared with staff. Formal and informal walkthroughs and observations. • Lesson Plans • Marzano walkthrough and evaluation results
6.	PBIS Team	All Priorities	To support positive behavior school-wide	• Pre-school presentation to staff as well	Principal	Entire staff	Ongoing throughout the year	• Infraction data and "Positive Paw" counts

	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
				as students at the beginning of year				
7.	Grade Level Teams (PLCs)	All Priorities	To ensure consistency of instructional practices across all grade levels.	• Discussions include but are not limited to: lesson planning, interventions, rigor, alignment to school-wide goals • Training and support for best practices outlined in the Marzano Focused Instructional Model	Shared facilitation among all members	All instructional staff	Weekly	• Minutes are taken and submitted to the principal. Feedback provided by principal. • Marzano walkthrough and evaluation results • Instructional staff Deliberate Practice Plans • Lessons Plans

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, Measurable, Actionable, Realistic, and Timely).

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

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

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

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

Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):
1. Our current level of performance in school-wide behavior is inconsistent reporting of behavior infractions within and across grade levels. We expect our performance level to be proportionate across each grade level.
2. The problem/gap in behavior performance is occurring because interpretation of infraction criteria by teachers is subjective.
3. If teachers were provided with professional development and supports , the problem would be reduced by a more consistent interpretation of infraction criteria, as evidenced by more proportionate behavior infractions given across grade levels resulting in a decrease of infractions in the intermediate grades.
4. We will analyze and review our data for effective implementation of our strategies by gathering infraction data on a quarterly basis.

5. /SMART GOAL:

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

The number of all students receiving infractions for behavior will decrease from 250 to 200 for the 2018-2019 school year, as measured by Infraction data tracking tool.

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.

☐ Choose Climate and Culture Strategy

☐ Choose Climate and Culture Strategy

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	• Restorative Practice Team	• Quarterly • As needed
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Counselor	• Quarterly • As needed
Develop school-wide roll-out and development plan of RP/SEL.	• Restorative Practice Team	• Pre-school • Quarterly
Conduct learning opportunities.	• Restorative Practice Team	• Quarterly • As needed
Monitor and support staff for implementation with fidelity.	• Principal	• Ongoing

Review student and teacher data on weekly basis for trends and next steps.	• Principal	• Weekly
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Principal • Restorative Practice Team	• Monthly within staff meetings

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
Culturally Relevant Teaching-	All Instructional (15)	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Restorative Practices-	All Instructional (15)	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

🔷 **B. Conditions for Learning: Attendance**

REFLECTION (4-Step Problem-Solving):
1. Our current attendance rate is 96%. We expect our performance level to be 98% by May 2019.
2. The problem/gap in attendance is occurring because of unexcused absences.
3. If a reduction of student unexcused absences would occur, the problem would be reduced by 2%
4. We will analyze and review our data for effective implementation of our strategies by quarterly child study team meetings.

5. **SMART GOAL:**

The number of all students missing 5 or more days within a semester will decrease from 10 students to 5 students, as measured by School Profiles Attendance Data.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*
☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
☐ Choose Attendance Strategy
☐ Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal, Counselor	2018 Pre-school with reminders quarterly.
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Principal, Counselor	Quarterly
Develop and implement attendance incentive programs and competitions.	Principal, Counselor	Quarterly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal	Preschool and Monthly PTA meetings
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Principal, Counselor	Aug 2018-May 2019
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Principal, Counselor	As needed
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Principal, DMT	Aug 2018-May 2019

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Beginning of the year Staff Orientation	All Instructional (15)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Faculty Meeting agenda item quarterly	All Instructional (15)	☒ 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 63% of students across all grade levels made learning gains, as evidenced in 2018 FSA.
2. We expect our performance level to be 75% making learning gains across all grade levels by 2019 FSA.
3. The problem/gap is occurring because low scores in the content area Integration of Knowledge and Ideas.
4. If an increased instructional focus would occur, the problem would be reduced by an increase in student proficiency.

5. **SMART GOALS:**

The percent of all students making learning gains on the ELA FSA will increase from 63% to 75%, as measured by FSA.

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 ability to engage students in complex tasks.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement "Supporting Rigorous ELA Instruction for School Leaders"	Curriculum Specialist	-Curriculum monthly PD -PLCs
Invite District ELA Coach to provide support to faculty in PLC & PD sessions	Principal & District reading coach	Once per semester
Professional development on Marzano Focused Instructional Model	Principal, Curriculum Specialist	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review the structure of the ELA block as provided by PCS, including the Methods of Instruction.	15 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Review each ELA Module throughout the year to ensure a clear understanding and connections to standards for each one.	15 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Vertical & Lateral Alignment PD within and across grade levels	15 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PD – Finding the common ground between Reading and Writing (integration of Reading and Writing across the ELA block)	15 Teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
PD- Marzano Focused Instructional Model with peer walkthroughs	15 teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 74% of our L25 students across all grade levels showed learning gains, as evidenced in 2018 FSA.
2. We expect our performance level to 85% of our L25 students across all grade levels making learning gains by 2019 FSA.
3. The problem/gap is occurring because of low scores in the Content Areas of Measurement, Data, and Geometry and Fractions.
4. If an increased instructional focus on Measurement, Data, Geometry and Fractions would occur, the problem would be improved by showing an 11% increase in learning gains in L25 students.

5. **SMART GOALS:**

The percent of all L25 students showing learning gains will increase from 74% to 85, as measured by 2019 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.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ 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?
Implement "Supporting Rigorous Math Instruction for School Leaders" with a focus on concepts of Measurement, Data, Geometry and Fractions	Curriculum Specialist	-Monthly curriculum PD -PLCs
MTSS supports and individual problem solving targeted to L25 math students	MTSS Coordinator Principal Curriculum Specialist	-Monthly -PLCs

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
Vertical Articulation – Geometry & Measurement	15 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Vertical Articulation – Fractions	15 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Vertical Articulation – Numbers & Operations	15 Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 93% meeting or exceeding expectations, as evidenced in 2018 SSA.
2. We expect our performance level to be 100% meeting or exceeding expectations by 2019 SSA.
3. The problem/gap is occurring because a small percentage of students need reinforcement on content vocabulary and critical thinking skills .
4. If an increased focus on content vocabulary and critical thinking would occur, the problem would be improved by showing a 7% increase in students achieving proficiency as measured by the fifth grade Science SSA.

5. **SMART GOALS:**

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

The percent of all students achieving proficiency on SSA will increase from 93% to 100%, as measured by 2019 SSA.

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 practice to utilize questions to help students elaborate on content.

☒ Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review of new Science Adoption	Curriculum Specialist	Monthly Curriculum PD
Questioning Strategies to Support Higher Order Thinking	Curriculum Specialist	Monthly Curriculum PD
Continuation of Vocabulary building across grade levels	Curriculum Specialist	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PD – Review of new Science Adoption	Instructional (15)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
PD – Higher Order Questioning/Critical Thinking	Instructional (15)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
PD – During data chats, focus on Science Cycle/Diagnostic data. Teachers will use this information to plan academic vocabulary gaming and additional learning experiences throughout the school year.	Instructional (15) Principal Curriculum Specialist	☐ 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 5 out of 6 modules have been completed at the Silver level , as evidenced in Healthy Schools Action Plan .

2. We expect our performance level to be 6 out of 6 modules completed at the Silver Level by May, 2019.

3. The problem/gap is occurring because there is a need to include more Physical Education and other Physical Activities into our Healthy Schools Action Plan.

4. If More Physical Education and Activities would occur, all modules would be completed at the Silver status level.

5. **SMART GOALS:**

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

Tarpon Springs Fundamental Elementary will increase from Bronze to Silver status in Module 3 to achieve Silver status on all indicators presented in the Healthy Schools rubric by May of 2019.

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

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

☒ 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?
The TSFES Healthy Schools team will meet to reflect on current action plan and add strategies for Module 3	School Wellness Champion	August 2018
Healthy Schools team will raise staff awareness of action steps needed to achieve Silver Status.	Healthy Schools Team Members	Semester 1, 2018
Celebrations aligned with Healthy Schools action steps will be implemented with staff and students	Wellness Champion	Twice yearly

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
Healthy Schools Team to attend Celebrations #20528	1Teacher 1 Parent 1 Support staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Site based faculty-wide Healthy Schools training	23 School Staff Members	☒ 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 22% of students participating in the STEM Academy are from underrepresented populations, as evidenced in District STEM Academy participation data.
2. We expect our performance level to be 30% by October of 2018.
3. The problem/gap is occurring because Administration and teachers have not specifically targeted underrepresented students for participation in the STEM Academy.
4. If targeted invitations would occur, the problem would be reduced by 8%.

5. **SMART GOALS:**

EXAMPLE: The <u>percent</u> of students Click or tap here to enter text. will <u>increase</u> from to Click or tap here to enter text., as measured by

The percent of underrepresented students (FRL/Minority) participating in STEM Academy activities will increase from 28% to 35%, 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.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Admin and teachers promote enrollment in STEM Academy for ELL, ESE, Black and FRL students	Principal	September 2018
A focus on problem solving, discovery learning, exploratory learning using the engineering design model will be utilized within the STEM Academy	STEM Academy Teachers	October 2018-May 2019
Collaboration, Communication, and Critical Thinking will be embedded into the STEM Academy curriculum	STEM Academy Teachers	October 2018-May 2019

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District level training and support for identified STEM Academy Teachers	6 Instructional Staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

4 Subgroup Goals

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 an average of the 63rd percentile, as evidenced in Winter 2018 MAP scores.
2. We expect our performance level to be increased by 10 percentile points for each student by Winter 2019.
3. The problem/gap is occurring because tier 2 supports are required by some African-American students.
4. If tier 2 supports would occur, the problem would be reduced by 100%.
5. **SMART GOALS:**

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

The number of black students meeting content area standards will increase from the 63rd percentile to 73rd percentile, as measured by Winter 2019 MAP.

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	☒ 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. ☐ Choose Strategy	The number of black students meeting content area standards will increase from the 63rd percentile to 73rd percentile, as measured by Winter 2019 MAP. •

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?
Year-long PD on culturally relevant teaching	Principal, Guidance Counselor	Pre-school and quarterly
Address CRT within MTSS and PLCs	Principal, Guidance Counselor	Monthly

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 created CRT professional development	18 Instructional staff	☐ 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 55% of all ESE students met or exceeded a level 3 or higher in ELA, as evidenced in 2017-18 FSA results.
2. We expect our performance level to be 70% of all ESE students will meet or exceed a level 3 or higher in ELA as measured by the 2018-19 FSA results.
3. The problem/gap is occurring because tier 2 interventions are occurring inconsistently within the ELA block.
4. If daily implementation of tier 2 interventions would occur, proficiency scores for ESE students would increase by 15%.

5. **SMART GOALS:**

The percent of ESE students achieving ELA proficiency will increase from 55% to 70%, as measured by 2019 FSA.

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

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?
Targeted data reviews for ESE students using MAP data	SBLT	Monthly
Monitoring of student achievement using formative assessments	Curriculum Specialist	Weekly in PLCs
MTSS meetings with focus on ESE student achievement results	SBLT, Grade Level Leaders	Monthly
Utilize ESE teacher to provide small group instruction based on targeted needs of ESE students.	ESE teacher	On-going

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
Introductory PD for using MAP data to look at ESE data	18 Instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
District Data Training for Classroom Teachers	3 Instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
PD in Marzano Focused Instructional Model	18 Instructional Staff	☒ 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 72% of all ELL students met or exceeded a level 3 or higher in ELA, as evidenced in 2017-18 FSA results.
2. We expect our performance level to be 85% of all ELL students will meet or exceed a level 3 or higher in ELA as measured by the 2018-19 FSA results.
3. The problem/gap is occurring because there is a language barrier for the student within complex reading passages which creates a struggle in comprehension.
4. If more ELL interventions and supports would occur, proficiency scores for ELL students would increase by 13%
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 proficiency will increase from 72% to 85%, as measured by 2019 ELA FSA.

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

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

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

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
PD session with district ELL coordinator	District ELL Coordinator	Semester 1 2018
ELL progress monitoring through monthly data reviews	Principal	Monthly

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**
PD session with district ELL coordinator	18 instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Focus on ELL progress during monthly Data Review Meetings	18 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.	• Teachers will meet with parents in a face to face conference at least two times per year to discuss student progress • Teachers will maintain and keep FOCUS grades up to date for parents to view current grades • Teachers will have ongoing communication with families through wither a class newsletter or regular email updates informing families of classroom events and practices.	• Classroom teachers • Classroom teachers • Classroom teachers	• Fall and Spring • Ongoing throughout the year • Ongoing throughout the year
2. Provide academic tools to families in support of their students' achievement at home.	• Teachers will provide suggested activities for parents to engage in with their child as appropriate for further support. • Counselor, Curriculum specialist and psychologist will meet with families as needed to offer further supports • Online academic resources available on our school website for all students to access from home	• Classroom teachers • Counselor, Curriculum specialist and psychologist • Technology Specialist	• As needed throughout the year • As needed throughout the year • Available August 2018 and updated as needed
3. Purposefully involve families with opportunities for them to advocate for their students.	• Mandatory parent attendance at all PTA meetings • All parents invited to all school SAC meetings • Parent voice heard and encouraged at all parent/teacher conferences	• All staff members and parents • Principal, All SAC members and any parent who would like to attend • Parents and teachers	• Monthly – 2nd Tuesday evening of the month • Monthly – 3rd Tuesday morning of the month • At least two times per school year
4. Intentionally build positive relationships with families and community partners.	• Parent volunteering and involvement highly encouraged • Volunteer breakfasts approximately two times per year to encourage and build relationships with volunteers	• Teachers, Family and Community Liaison • Staff, Family and Community Liaison • Teachers, Family and Community Liaison	• Ongoing throughout the year • August/Sept and February

	• Ongoing communication regarding school wide and classroom events and needs		• Class newsletters, Monthly School newsletters, PTA monthly newsletters, teacher emails

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
Presentation to parents on foundational concepts for Restorative Practices and Culturally Relevant Teaching.	All TSFES families and teachers: 294	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Restorative Practices training for instructional staff. Developing relationships with students and families.	Instructional staff: 23	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

6 Budget and Other Requirements

⬡ SAC Membership

First Name	Last Name	Race	Stakeholder Group
Kathryn	Emby	White	Parent
Dorothy	Rowden	White	Parent
Shanna	Long	White	Parent
Leslie	Hourdas	White	Teacher
Michelle	Canezzo	White	Parent
Gina	Christofori-Doran	White	Parent
Julianna	Day	Black	Parent
Thomas	Frain	White	Parent
Allyson	Gamble	White	Parent
Tania	Goldman	White	Parent
Kerry	Grace	White	Support Employee
Lora	Iosa	White	Parent
Sindhu	Kalyanam	Other	Parent
Laura	Snare	White	Other Instructional Employee
Brie	Ochoa	Hispanic	Parent
Rita	Whitten	Hispanic	Parent
Cecilia	Westmoreland	Hispanic	Parent
Holly	Oakes	White	Principal
Taurean	Mathis	Black	Community Partner
Monique	Randle	Black	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: 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]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	**Behavioral Support**	$ **[Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	**$640**
	Marzano Instructional Model support materials	$200
	Consumable Science Materials	$300
	Instructional Materials for ELA	$140
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **[Insert amount for category]**
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$720**
	Sub coverage 7 days	$420
	TDE's 5 days	$300
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]

[Describe each on a separate row]	[Insert Amount]
	$1,360