



School Improvement Plan SY 2018-19

WALSINGHAM ELEMENTARY SCHOOL

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

Contents

Continuous Improvement	3
Goals	10
Conditions for Learning	11
A. ELA/Reading Goal	15
B. Mathematics Goal.....	17
C. Science Goal.....	19
E. Healthy Schools Goal	21
F. Academic Intervention Goal	23
G. STEM Goal	25
Subgroups	26
A. Bridging the Gap with Equity for All: Black Students	26
B. ESE (As appropriate, based on school data)	29
C. ELL (As appropriate, based on school data).....	31
D. Gender (As appropriate, based on school data)	33
Family and Community Engagement	35
SAC Membership	37
BUDGET / SIP FUNDS	38



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:	Quinn Williams	SAC Chair:	Tonia Hill
-------------------	----------------	-------------------	------------

School Vision	100% student success.
----------------------	-----------------------

School Mission	Walsingham Elementary will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning.
-----------------------	---

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
503	32	67	120	21	262	1

School Grade	2018: C	2017: C	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	43	44	57	57	47	38						
Learning Gains All	42	49	48	50								
Learning Gains L25%	39	29	33	33								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Quinn	Williams	FT	1-3 years
Climate and Culture	Kim	Duffy	FT	11-20 years
Equity Champion	Tammy	Killian	FT	11-20 years
ESE	Kaycee	Raynor	FT	4-10 years
ELL	Nancy	Knight	FT	20+ years
Kkindergarten Teacher	Julie	Christian	FT	20+ years
First Grade Teacher	John	Henson	FT	4-10 years
Second Grade Teacher	Lynnea	Dance	FT	4-10 years
Third Grade Teacher	Yolanda	Hearn	FT	4-10 years
Fourth Grade Teacher	Kathleen	Hickman	FT	4-10 years
Fifth Grade Teacher	Judy	Bray	FT	4-10 years
Total Instructional Staff:	47	Total Support Staff:	25	



B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency will increase from 43% proficient to 53% proficient on the ELA FSA.

2. Priority 2: Standards-based instruction

Priority 2 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 57% proficient to 67% proficient on the Math FSA.

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the number of all students receiving a referral will decrease from 49 to 20.



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>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student proficiency on the FSA and gains for our Lowest 25% on the FSA.	<ul style="list-style-type: none"> Analyze data results for Tier 1, 2, & 3 Analyze Tier3 behavior plans Provide training for implementing interventions 	Principal Assistant Principal MTSS Coach	Principal Assistant Principal MTSS Coach Guidance Counselor Social Worker Psychologist Classroom Teachers ESE & ELL Teachers	Weekly on Monday’s	<ul style="list-style-type: none"> Interventions are implemented with fidelity and fidelity checks occur Jan Richardson Guided Reading Training is provided
2.	Tier 3 Problem-solving Team	All Priorities	Monitor instructional implementation of grade-level standards to increase student proficiency on the FSA and gains for our Lowest 25% on the FSA.	<ul style="list-style-type: none"> Problem solve Tier 2 & 3 OPM data results Analyze the OPM data to see if the 	Principal Assistant Principal MTSS Coach	Principal Assistant Principal MTSS Coach Guidance Counselor Social Worker Psychologist	Weekly	<ul style="list-style-type: none"> Problem Solving Worksheets and meetings occurring every 6-8 weeks Analyzing the OPM data Fidelity checks on the interventionist



	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
				intervention is working				administering the intervention
3.	Equity Team	All Priorities	<p>Improve the culture and climate</p> <p>Increase the use of culturally responsive teaching strategies</p> <p>Implement SEL lessons</p> <p>Ensure that Restorative Practices are used with fidelity</p>	<ul style="list-style-type: none"> Equity Champion provided training-ongoing 	Principal Assistant Principal MTSS Coach	Principal Assistant Principal MTSS Coach	Monthly	<ul style="list-style-type: none"> Monitoring lesson plans
4.	Child Study Team	All Priorities	<p>Improve student tardy and daily attendance</p> <p>Support Families with resources</p> <p>Improved academics an behavior</p>	<ul style="list-style-type: none"> Incentive programs and awards Training on attendance taking process Reviewing the data & effectiveness of the school wide attendance strategies 	Principal Social Worker DMT Guidance Counselor	Principal Social Worker DMT Guidance Counselor	Bi-Weekly	<ul style="list-style-type: none"> Improved attendance rates Improved academics as seen in the tier 1 data Collaborative partnerships with families
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Monitor instructional implementation of the grade level standards to increase student proficiency on the FSA (ELA, Math, Science)	<ul style="list-style-type: none"> Participate in collaborative team planning Plan monthly cross grade level articulations 	Principal Assistant Principal MTSS Coach	Principal Assistant Principal Grade level team leaders	Weekly	<ul style="list-style-type: none"> Standards based lesson plans that are aligned to targets and performance scales Develop student centered lessons



	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
				<ul style="list-style-type: none"> Provide training on student centered classrooms with rigor 		Go To Curriculum Leaders		that require working with complex tasks
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	Same as SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team	All Priorities	Monitor schoolwide behavior so that students have the opportunity to access the standards based curriculum	<ul style="list-style-type: none"> Train the staff in the schoolwide behavior plan and expectations Train the staff on the leveled behavior sheets Develop a positive rewards system 	Assistant Principal	Principal Assistant Principal MTSS Coach Guidance Counselor Social Worker School Psychologist Teacher Leaders	Monthly	<ul style="list-style-type: none"> Decrease in referrals Increased time in the classroom on task
8.	Family Engagement Team	All Priorities	Monitor school wide family events to increase family engagement	<ul style="list-style-type: none"> To increase family engagement to for the home school connection 	Principal Assistant Principal	Principal Assistant Principal Family Community Liaison PTA President	Monthly	<ul style="list-style-type: none"> Increased participation in family involvement in school wide activities



	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
9.	AVID Site Team	All Priorities	Improve instruction, leadership, systems, culture and climate.	<ul style="list-style-type: none"> • WICOR strategies • Costa's taxonomy school wide • Notetaking • Continuous focus on college and career going culture 	AVID Site Coordinator	Principal Assistant Principal MTSS Coach Representative from Pre-K -5 th grade teachers	Monthly	<ul style="list-style-type: none"> • Lesson planning using AVID weekly • Observations • Walkthroughs • Journal evidence of AVID notetaking • Posted evidence of Costa's and evidence on scales/learning boards



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 49 referrals. We expect our performance level to be 30 referrals by May 2019.
2. The problem/gap in behavior performance is occurring because lack of implementation/fidelity of Restorative Practices.
3. If monitoring feedback of fidelity for restorative practices would occur, the problem would be reduced by improved connectedness to the school community as evidenced by the School Leadership for Results research by Marzano. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by December 2018.

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 risk ratio for Black students receiving referrals will decrease from 5.03 to 3.00 as measured by the end of the year ODR data from the School Profiles Dashboard.

The number of all students receiving a referral will decrease 49 o 30, as measured by the end of year ODR data from the School Profiles Dashboard .

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 implementation engagement strategies that support the development of social and instructional teaching practices.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Quinn Williams • Tammy Killian • Julie Christian 	<ul style="list-style-type: none"> • August 2018 • During the school year
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Tammy Killian 	<ul style="list-style-type: none"> • June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Quinn Williams • Kim Duffy • Tammy Killian • Julie Christian 	<ul style="list-style-type: none"> • July 2018



<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Quinn Williams • Kim Duffy • Tammy Killian • Julie Christian 	<ul style="list-style-type: none"> • August 2018 • October 2018 • January 2018 • March 2018
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Quinn Williams • Kim Duffy • Tammy Killian 	<ul style="list-style-type: none"> • Daily Monitoring • Support when needed
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • Quinn Williams • Kim Duffy • Tammy Killian 	<ul style="list-style-type: none"> • Each week at SBLT
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Quinn Williams • Kim Duffy • Tammy Killian 	<ul style="list-style-type: none"> • Monthly throughout the 18-19 school year
<i>Provide Opportunities for self-reflection and goal setting as well as opportunities for sharing.</i>	<ul style="list-style-type: none"> • Quinn Williams • Kim Duffy 	<ul style="list-style-type: none"> • Monthly throughout the 18-19 school year
<i>Classroom Behavior Plans with classroom recognition systems is expected in all classrooms.</i>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Daily Monitoring • Support when needed

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
6 hour pre-school restorative practices training	100 all staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
6 hour additional PD before October 15 th	50 Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing PLC PD and modeling in the classroom	50 Instructional 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 18%. We expect our performance level to be 10% by December 2018.
2. The problem/gap in attendance is occurring because student illnesses.
3. If school resources given to parents would occur, the problem would be reduced by 8%.
4. We will analyze and review our data for effective implementation of our strategies by December 2018.

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 in attendance daily will decrease from 18% missing 10% or more of school to 10%, as measured by School Profiles 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 I interventions to address and support the needs of students.
- Choose Content 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 attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Quinn Williams Diana Quintero Margaret Brillant Michele Pridgen	Biweekly on Wednesdays
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Quinn Williams Diana Quintero Margaret Brillant Michele Pridgen	Biweekly on Wednesdays
<i>Develop and implement attendance incentive programs and competitions.</i>	Quinn Williams	Biweekly on Wednesdays
<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>	Quinn Williams Diana Quintero Margaret Brillant Michele Pridgen	Biweekly on Wednesdays
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Quinn Williams Diana Quintero Margaret Brillant Michele Pridgen	Biweekly on Wednesdays
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Quinn Williams Diana Quintero Margaret Brillant Michele Pridgen	Biweekly on Wednesdays
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Quinn Williams Diana Quintero Margaret Brillant Michele Pridgen	Biweekly on Wednesdays

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
Review attendance taking process and schoolwide strategies for positive attendance with all staff	50 Instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Develop and implement attendance incentive programs and competitions		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43%, as evidenced in ELA FSA.
2. We expect our performance level to be at 57% proficient and the L25 at 50% by ELA FSA.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If differentiation is data driven and implemented with fidelity would occur, the problem would be reduced by 10%.

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 43% to 57% , as well as the L25 from 39% to 50 % , as measured by FSA.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers develop rigorous learning goals and performance scales based on identified key standards.	Quinn Williams Kim Duffy	Daily
Teachers monitor and provide feedback to students to support learning.	Quinn Williams Kim Duffy	Daily
Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening.	Quinn Williams Kim Duffy	Daily
Teachers strengthen core instruction by increasing the amount of time student are engaged in reading by closely and critically re-reading complex text, writing, speaking, and listening.	Quinn Williams Kim Duffy	Daily
Ensure student 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.	Quinn Williams Kim Duffy	Daily
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.	Quinn Williams Kim Duffy	Daily
Teachers monitor and provide students with targeted, actionable feedback to support learning, leaving students with ambitious agendas that will last across the week.	Quinn Williams Kim Duffy	Daily



Administrators monitor teacher practice and provide feedback to support teacher growth.	Quinn Williams Kim Duffy	Daily
Regularly assess (formal and informally) and utilize data to modify and adjust instruction.	Quinn Williams Kim Duffy	Daily
Conduct regular Professional Learning Communities (PLCs) inclusive of “data chats” to review student responses to tasks and plan for instruction based on data.	Quinn Williams Kim Duffy	Daily
Utilize Jan Richardson’s Guided Reading Routine (as well as other small group methods) to meet the unique needs of students.	Quinn Williams Kim Duffy	Daily
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	Quinn Williams Kim Duffy	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 opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Michelle Gallagher, ELA Coach will work with third, fourth, and fifth grade teachers twice a year on lesson planning and delivery using the Modules.	Yolanda Hearn, 3rd Grade Elissa Swick, 3 rd Grade Megan Esposito, 4 th Grade Kate Hickman, 4 th Grade Patricia Anderson, 4 th Grade Alexandra Shane, 5 th Grade Judith Bray, 5 th Grade Mary Toston, ESE Teacher Nancy Knight, ELL Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
“Go-To” Curriculum Leaders will model lessons for teachers in various grade levels. They will also give peer feedback after observing lessons as well.	Doug Henson, 1 st Grade Yolanda Hearn, 3 rd Grade Tonia Hill, 5 th Grade Alexandra Shane, 5 th Grade	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Jan Richardson Guided Reading Routine: A district instructional coach will meet with teachers to work with teachers on data analysis, collaborative planning, demonstration, observation with time to debrief and planning next steps.	All ELA primary and intermediate teachers	<input checked="" type="checkbox"/> Priority 1 <input 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 57%, as evidenced in FSA.
2. We expect our performance level to be 67% proficient and L25 to 50% by May 2019.
3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity.
4. If differentiation is data driven and implemented with fidelity would occur, the problem would be reduced by 10%.

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 proficiency will increase from 57% to 67%, and L25 from 33% to 50%, as measured by FSA.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS)	Quinn Williams Kim Duffy	daily
Teachers utilize the mathematics unit assessments in Unify. They use the assessments during unit planning and analyze the data by standard for their class and across the grade level.	Quinn Williams	daily
Teachers monitor and provide feedback to students to support learning.	Kim Duffy	daily
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.	Quinn Williams	daily
Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc) and encourage students to select tools that support making sense of problems.	Kim Duffy	daily
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.	Quinn Williams	daily
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including recommended lessons, and recommended tasks from the Curriculum Guide.	Kim Duffy	daily



Academic Goals

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
Dar Brown will work with all mathematics teachers in grades 3-5.	Dar Brown Kim Duffy Quinn Williams	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Kim Duffy will present the 3 Mathematics Vertical Articulation trainings to the teachers in grades K-5, that Lukas Hefty trained administrators in.	Kim Duffy Quinn Williams	<input 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. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in SSA.
2. We expect our performance level to be 64% proficient by May 2019.
3. The problem/gap is occurring because vocabulary review requires increased rigor.
4. If vocabulary review occurred with increased rigor would occur, the problem would be reduced by 17%.

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 proficiency will increase from 47% to 64%, as measured by 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 ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and includes appropriate grade level utilization of science labs in alignment with the standards.	Quinn Williams Kim Duffy	daily
Identify "Go-To" curriculum leaders that can mentor teachers in the 10-70-20 model.	Quinn Williams Kim Duffy	daily
Develop, implement, and monitor science lab schedule for all students in grades 1-5	Quinn Williams Kim Duffy	daily
Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.	Quinn Williams Kim Duffy	daily
Teachers monitor and provide feedback to student to support learning inclusive of the "Confirming the Learning portion of the instructional model and student conferencing opportunities.	Quinn Williams Kim Duffy	daily
Administrators monitor teacher practice and provide feedback to support teacher growth.	Quinn Williams Kim Duffy	daily
Teachers collaborate to select and implement rigorous tasks aligned with each standard.	Quinn Williams Kim Duffy	daily
Teachers use BOAST (Bring On Any Science Test) vocabulary academic gaming strategies.	Quinn Williams Kim Duffy	daily
Ensure students take diagnostic assessment in August and utilize item analysis strategies to identify lowest 3 rd and 4 th grade standards for Life, Physical, Earth and NOS to support planning and differentiation for students.	Quinn Williams Kim Duffy	Daily



Conduct regular Professional Learning Communities (PLCs) inclusive of “data chats” to review student responses to tasks and plan for instruction based on data.	Quinn Williams Kim Duffy	Daily
Teachers utilize assessment in Unify during planning utilizing the “Differentiated Resources” section in the curriculum guides to identify instructional supports for students for both intervention and enrichment.	Quinn Williams Kim Duffy	Daily
Utilize pre- and post- science data for each lab to inform next steps and additional supports/enrichment. Five lab days from grades 3-5, monitor grade 2 schedule for consistent implementation.	Quinn Williams Kim Duffy	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 opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Coach support in the classroom. The coach will promote the effective teacher practices connecting the Content Standards to the Practice Standards.	Quinn Williams Kim Duffy Yolanda Hearn, 3 rd Grade Kathleen McGrath, 3 rd Grade Tiffany Shuman, 3 rd Grade Megan Esposito, 4 th Grade Kate Hickman, 4 th Grade Taylor Schultz, 5 th Grade Tonia Hill, 5 th Grade Mary Toston, ESE Nancy Knight, ELL	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
“Go To” Curriculum leaders in math will model and promote effective teacher practices. They will observe and debrief observations with peers.	Yolanda Hearn, 3 rd Grade Tonia Hill, 5 th Grade	<input type="checkbox"/> Priority 1 <input 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



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment Modules Bronze level, as evidenced in Alliance for a Healthier Generation’s Healthy Schools Program Assessment.
2. We expect our performance level to be 6 out of 6 modules eligible for silver level by May 2019.
3. The problem/gap is occurring because Lack of physical activity beyond the recommended # of minutes, food sold in the cafeteria does not adhere to smart snack guidelines.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

The number of all students engaging in lifelong healthy habits will increase from 6 modules recognized Bronze level to 6 modules recognized silver level, as measured by Alliance for a Healthier Generation’s Healthy Schools Program Assessment.

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?
Assemble a Healthy School Team made up of a minimum of 4 individuals including, but not limited to: PE teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, Student	Principal	August 2018
Attend district supported professional development	Healthy School Team	August 2018-April 2019
Complete the Healthy Schools Program Assessment	Healthy School Team	August 2018-September 2018
Complete the SMART snacks in school documentation	Cafeteria Manger	September 2018
Develop and implement Healthy School Program Action Plan	Healthy School Team	October 2018-April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 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
Healthy Schools Program Training Component #19545	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 42% learning gains, as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 59% by 2019 ELA FSA.
3. The problem/gap is occurring because scaffolded instruction and differentiated opportunities are not occurring consistently in the core.
4. If scaffolded instruction and differentiated opportunities in the core would occur, the problem would be reduced by 17%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving Level 1 in ready will decrease from 15% to 8%, as measured by FSA.

The number of all students achieving Level 1 on the ELA FSA will decrease from 66 to 41, as measured by May 2019 ELA 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.
- 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.

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 (formal and informally) and utilize data to modify and adjust instruction.	Quinn Williams Kim Duffy	Daily
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Quinn Williams Kim Duffy	Daily
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	Quinn Williams Kim Duffy	Daily
Utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of students.	Quinn Williams Kim Duffy	Daily
Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.	Quinn Williams Kim Duffy	Daily
Administrators monitor teacher practice and provide feedback to support teacher growth.	Quinn Williams Kim Duffy	Daily
Teachers monitor and provide feedback to students to support learning.	Quinn Williams Kim Duffy	Daily
Teachers and students regularly analyze tasks using standards-based rubrics to determine where students are in relation to the standard and plan for next steps.	Quinn Williams Kim Duffy	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Michelle Gallagher, ELA Coach will work with third, fourth, and fifth grade teachers twice a year on lesson planning and delivery using the Modules.	Yolanda Hearn, 3rd Grade Elissa Swick, 3 rd Grade Megan Esposito, 4 th Grade Kate Hickman, 4 th Grade Patricia Anderson, 4 th Grade Alexandra Shane, 5 th Grade Judith Bray, 5 th Grade Mary Toston, ESE Teacher Nancy Knight, ELL Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
"Go-To" Curriculum Leaders will model lessons for teachers in various grade levels. They will also give peer feedback after observing lessons as well.	Doug Henson, 1 st Grade Yolanda Hearn, 3 rd Grade Tonia Hill, 5 th Grade Alexandra Shane, 5 th Grade	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Jan Richardson Guided Reading Routine: A district instructional coach will meet with teachers to work with teachers on data analysis, collaborative planning, demonstration, observation with time to debrief and planning next steps.	All ELA primary and intermediate teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 30 students, as evidenced in STEM enrollment.
2. We expect our performance level to be 40 students by October 2018.
3. The problem/gap is occurring because lack of engaging students in complex tasks .
4. If student engagement in complex tasks would occur, the problem would be reduced by 10.

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 30 to 40, as measured by school and district participation.

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.
- 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?
Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.	STEM Facilitators Administration	Weekly
Foster an environment of cooperation and collaboration amongst students including academic language, discussions and group projects.	STEM Facilitators Administration	Weekly
Promote and emphasize the belief that all students are capable learners and the importance of “effort” as a key component in success.	STEM Facilitators Administration	Weekly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input 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 30.6% , as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 40% by 2019 ELA FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engagement with complex tasks would occur, the problem would be reduced by 10%.

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 achieving ELA proficiency will increase from 30.6% to 40%, 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 black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <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"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. 	<ul style="list-style-type: none"> • 90% of black families will report that they are satisfied or highly satisfied with school communication, events related to their child. • 80% of Student Grades will be As, Bs (3.0 GPA)
Student Achievement	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. <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"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 	<ul style="list-style-type: none"> • 90% of classrooms will show evidence of the usage of culturally-rich supplemental materials. • 90% of lesson plans submitted will show evidence of culturally relevant instructional practices and cultural references in lesson plans. • 90% of students will be making adequate progress (using early warning data- grades and reading/math performance data)
Advanced Coursework	<ul style="list-style-type: none"> <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 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"> • Identify 10 or more black students as talented or gifted. • 90% of black students enrolled in extended learning opportunities and programs. /by race, gender, and type of infraction.
Student Discipline	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct monthly discipline disparity/restorative practices training with school administrators. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. 	<ul style="list-style-type: none"> • 90% of black students receiving referrals will decrease in comparison with non-black students, this will be



Subgroup Goals

	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.	see through the use of restorative practices.
ESE Identification	<input checked="" 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"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	The number of new EBD eligibilities will decrease.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase the total number of black instructional applicants. Survey black teachers on activities and experiences.

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?
Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments, aligned to challenging state standards, engagement strategies, and student-centered practices.	Quinn Williams Kim Duffy	Daily
Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase GPAs for black students.	Quinn Williams Kim Duffy	Daily
Implement culturally responsive instructional practices in classrooms. (music and movement, explicit vocabulary, and deliberate use of cultural references in lesson plans to improve GPAs)	Quinn Williams Kim Duffy	Daily
Ensure that all black students who are not on track are participating in extended learning opportunities after school and in Summer Bridge through recruitment and targeted resources, including working with the community to increase attendance for black students in all extended learning programs.	Quinn Williams Kim Duffy	Daily
Set up parent conferences with all black students who are not on track to review personalized learning plans.	Quinn Williams Kim Duffy	Daily
Provide additional culturally relevant books, resources, and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	Quinn Williams Kim Duffy	Daily
Support teachers by providing professional development on building relationship and sharing student data with black families.	Quinn Williams Kim Duffy	Daily
Provide a High Five Mentoring program to black students.	Quinn Williams Kim Duffy	Daily



Subgroup Goals

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
Equity Training will be provided from the MTSS Coach to all staff.	Tammy Killian, MTSS Coach All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Dr. Mary Conage will present diversity and equity training to the staff.	Quinn Williams, Principal All staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices training will be given to all staff monthly.	Quinn Williams, Principal Julie Christian, K Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input 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 23.8%, as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 51% by 2019 ELA FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If students are engaged in complex tasks, the problem would be reduced by 10%

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 ELA proficiency will increase from 23.8% to 51%, as measured by 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 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?
Implement a process for placing students requiring ESE services in the master schedules first in order to optimize service delivery and focused on clustering process to meet student needs.	Quinn Williams Kim Duffy	Daily
Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology.	Quinn Williams Kim Duffy	Daily
Use evidence based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	Quinn Williams Kim Duffy	Daily
Teach executive functioning and self-determination skills to enhance organization and self-advocacy.	Quinn Williams Kim Duffy	Daily
Gradually fade supports to promote student independence.	Quinn Williams Kim Duffy	Daily
Implement Positive Behavior Intervention Plans that consider the function of the students' behavior.	Quinn Williams Kim Duffy	Daily
Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation.	Quinn Williams Kim Duffy	Daily



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
ESE teachers will be trained on the IRLA program designed to meet the needs of ESE students in ELA.	Laurie Jackson Mary Toston Dale Dixon	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Jan Richardson Guided Reading training will be given to ESE teachers.	Laurie Jackson Mary Toston Dale Dixon	<input checked="" 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



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 9.7%, as evidenced in 2018 ELA FSA.
2. We expect our performance level to be 18% by 2019 ELA FSA.
3. The problem/gap is occurring because of the lack of effective lessons that engage ELs in rigorous, standards-based work that is rich in language development.
4. If effective lessons that engage ELs in rigorous, standards-based work in language development would occur, the problem would be reduced by 9%.

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 all students achieving ELA proficiency will increase from 9.7% to 18%, 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.)*

- 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 school processes for engaging ELL students and families through meaningful communication.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure awareness of teachers who are still working on obtaining ESOL endorsement/certification and provide supports so in-process teachers have strategies to support students as they complete their coursework.	Kim Duffy and Quinn Williams	Daily
Provide learning opportunities for teachers and staff on the use of the WIDA Elevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.	Kim Duffy and Quinn Williams	Daily
Monitor lesson planning and classroom implementation of effective lessons that engage ELs in rigorous standards-based work rich in language development (explicit vocabulary, specific language patterns and language form) Provide ongoing feedback to teachers to support the development of their practice in supporting English learners.	Kim Duffy and Quinn Williams	Daily
Ensure language needs of EL families are considered for all academic and engagement events.	Kim Duffy and Quinn Williams	Daily
Provide targeted engagement points with EL families.	Kim Duffy and Quinn Williams	Daily
Assess the languages and population of English learner and plan for any special considerations the staff should be informed about (e.g. dialect, community practices, etc)	Kim Duffy and Quinn Williams	Daily



Subgroup Goals

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
TDEs to visit schools with similar populations to observe ELL interventions and lessons.	Nancy Knight and instructional staff members with ELL students in their classroom.	<input checked="" 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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input 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 38.3%, as evidenced in ELA FSA .
2. We expect our performance level to be 50% by May 2019 on the ELA FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engagement with complex tasks would occur, the problem would be reduced by 12%.

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 female students achieving ELA proficiency will increase from 38.3% to 50%, as measured by 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 gender learners and are in addition to the strategies and actions

- Provide a physical learning environment that is conducive for learning for both genders.
- Invest in the building of high expectations and growth mindset.
- Invest in classroom libraries built with student interest in mind.

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?
Classroom has colorful, simple and relevant anchor charts with routines and expectations in logical locations.	Quinn Williams Kim Duffy	Daily
Students can choose from a variety of flexible seating options (stability balls, pillows, yoga mats, lap desks, bean bags, standing desks, wobble chairs, etc. and transition to different areas of the classroom often.	Quinn Williams Kim Duffy	Daily
High expectations are communicated to students on a daily basis.	Quinn Williams Kim Duffy	Daily
Highly effective accountability system that encourages girls to put forth their best effort personally and academically.	Quinn Williams Kim Duffy	Daily
Diversity of incentive formats offered to students.	Quinn Williams Kim Duffy	Daily
Students can access a range of text type in a variety of formats (e.g. magazines, MyOn, ebooks, etc.) Library has clearly labeled, diverse texts by level and/or genre.	Quinn Williams Kim Duffy	Daily
Classroom spotlights new texts, trendy titles, and/or peer reviewed reads.	Quinn Williams Kim Duffy	Daily

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



Subgroup Goals

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
Jan Richardson Guided Reading Routine: A district instructional coach will meet with teachers to work with teachers on data analysis, collaborative planning, demonstration, observation with time to debrief and planning next steps.	All ELA primary and intermediate teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Michelle Gallagher, ELA Coach will work with third, fourth, and fifth grade teachers twice a year on lesson planning and delivery using the Modules.	Yolanda Hearn, 3rd Grade Elissa Swick, 3rd Grade Megan Esposito, 4th Grade Kate Hickman, 4th Grade Patricia Anderson, 4th Grade Alexandra Shane, 5th Grade Judith Bray, 5th Grade Mary Toston, ESE Teacher Nancy Knight, ELL Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
"Go-To" Curriculum Leaders will model lessons for teachers in various grade levels. They will also give peer feedback after observing lessons as well.	Doug Henson, 1st Grade Yolanda Hearn, 3rd Grade Tonia Hill, 5th Grade Alexandra Shane, 5th Grade	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> Parent/Teacher Conferences Parents can discuss ways that their child is learning at home Student led conferences 	<ul style="list-style-type: none"> Principal Assistant Principal Classroom Teachers 	<ul style="list-style-type: none"> Daily Twice a year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Curriculum Family nights Math night to learn math games that can be used at home to build on fluency facts, use of manipulatives at home. Reading strategies night to help with comprehension strategies and fluency at home. FSA information nights All Pro Dad's Goodies with Gals Donuts with Dudes Goodies with Grands 	<ul style="list-style-type: none"> Principal Assistant Principal MTSS Coach/Title 1 PTA Classroom Teachers 	<ul style="list-style-type: none"> Monthly Various days and evenings throughout the year
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> PTA SAC Conferences for ESE and Tier 3 with families 	<ul style="list-style-type: none"> Principal Assistant Principal PTA President SAC Chair Classroom Teachers MTSS Coach/Title 1 ESE Teachers 	<ul style="list-style-type: none"> Monthly meetings Annually Every 6 weeks
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> School Website School Newsletter Open door policy PTA SAC Business Partner meetings 	<ul style="list-style-type: none"> Principal Assistant Principal Web Master MTSS/Title 1 Teachers 	<ul style="list-style-type: none"> Daily Monthly

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
PTA & SAC meetings	Principal Assistant Principal PTA President SAC President Parents Teachers Community Liaison Business Partner	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Annual Title 1 meeting	Principal Assistant Principal MTSS Coach/Title 1 Parents Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Quinn	Williams	White	Principal
Tonia	Hill	White	Teacher
Kimberly	Duffy	White	Other Instructional Employee
Yolanda	Hearn	Hispanic	Teacher
Todd	Chesebro	White	Business/Community
Robyn	Harrison	White	Parent
Katelyn	Door	White	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: 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		\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4. Employee Expenses (i.e., travel, registration fees, etc.)		\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)		\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6. Other (please list below)		\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

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