School Improvement Plan
SY 2018-19

WESTGATE ELEMENTARY SCHOOL

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Contents

Continuous Improvement

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

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

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

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

⬡ **A. Vision and Direction**

School Profile

Principal:	Bonita S. Paquette	SAC Chair:	Wanda Dudley

School Vision	The vision of Westgate Elementary is to be a community of learners where students, families and staff work together to achieve total success.

School Mission	The mission of Westgate Elementary is to provide an environment in which learners will continue to succeed through quality teaching.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
591	45	74	124	26	320	2

School Grade	2018:	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	46	54	58	61	49	59						
Learning Gains All	41	45	45	55								
Learning Gains L25%	49	28	25	49								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Bonita	Paquette	FT	1-3 years
Assistant Principal	Tenishelah	Johnson-Clark	FT	4-10 years
Counselor	Vernisa	Towles	FT	1-3 years
Equity Champion	Deanna	Teasdale	FT	20+ years
Restorative Practices	Sharon	Bennett	FT	4-10 years
MTSS Coach	Kelsey	Krauss	FT	Less than 1 year
Kindergarten Team Leader	James	Gray	FT	4-10 years
1st Grade Team Leader	Wilkes	Tammy	FT	20+ years
2nd Grade Team Leader	Mattos	Joann	FT	11-20 years
3rd Grade Team Leader	Dinaro	Jonathon	FT	11-20 years
4th Grade Team Leader	Sedwick	Pamela	FT	20+ years

5th Grade Team Leader	McClintick	Tara		
Specialist Team Leader	McNaughton	Stephanie	FT	20+ years

Total Instructional Staff:			**Total Support Staff:**	

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: Ensuring that student work/task is aligned to the standards/taxonomy.

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support aligning student work/tasks to the standard/taxonomy , then the percent of all students achieving proficiency will increase from 46% to 70%

2. Priority 2: Ensuring that classrooms are Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support classrooms that are student-centered with rigor , then the percent of all students achieving proficiency will increase from 46% to 70%

3. Priority 3: Ensuring that teachers are using Culturally Relevant Teaching strategies to engage all students particularly the L25 students.

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students achieving proficiency will increase from 46% to 70% and the growth for L25 students will increase from 49% to 55% in ELA and 25% to 50% in Math.

C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
				•				•
1.	SBLT *(using MTSS Framework)*	Priority 2	Monitor instructional implementation to ensure that lessons develop to include student centered, rigorous activities to guide students toward higher achievement as measured by FSA.	• Discussion during SBLT meetings will include walkthrough patterns specifically focused on student centered, rigorous activites.	Principal	Assistant Principal, MTSS Coach, Counselor, Equity Champion and Restorative Practices trained teacher	Once a month	• Walkthrough data with emphasis on student centered, rigorous activities • Lesson plan review • SBLT minutes.
2.	Tier 3 Problem-solving Team	Priority 1	Identify students who are not responding to	• MTSS/Tier 3 problem solving team	MTSS Coach	Principal, Assistant Principal,	Twice a month	• Student artifacts, progress monitoring reports through

	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
			academic or behavioral core strategies or interventions	meets twice a month to discuss academic and behavioral concerns		School Psychologist, Social Worker, Counselor		AIMS Web. Teacher input, observational data regarding fidelity of interventions
3.	Equity Team	Priority 3	Implementing culturally relevant teaching strategies will help to ensure that all students have equal access to daily classroom lessons in order to achieve at a high standard as measured by FSA.	• Professional development in Culturally relevant strategies such as culturally relevant literature • Continuation of the use of the 6 M strategies with an emphasis on Mouth, Meaning and Music.	Equity Champion	Administrators, MTSS Coach, Instructional staff	Monthly during staff meetings	• Staff meeting agendas • Walkthrough data • Lesson plan review •
4.	Child Study Team		Monitoring student attendance to ensure that students are present in order to grow and achieve academically	• Child study team meets twice a month to examine attendance records. Contact is made with parents of students who are chronically tardy or	Social Worker	Principal, DMT, Area Attendance Specialist	The second and last Friday of each month	• CST notes • Increase in daily attendance rates

	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
				absent. A meeting is set up to see how we can assist in ensuring the child is attending regularly.				
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	Priority 1	Aligning Student work to standards and taxonomy will ensure that students are exposed to grade level material at the appropriate rigor which will increase student achievement as demonstrated on FSA	• Weekly PLC meetings include discussion of student artifacts compared to the standard.	Grade level team leaders	Grade level teams, MTSS Coach and administrators	Weekly	• PLC minutes • Walkthrough feedback • Lesson plan reviews
6.	Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).*	Choose an item.		•		Same as SBLT		•
7.	PBIS Team	Choose an item.	Setting schoolwide expectations ensures a safe and consistent learning environment	• Schoolwide expectations are reviewed daily on the morning news and rewarded by class with Westgate PAWS	School Counselor	All Staff	Data is reviewed during SBLT meetings once a month	• Decrease in Disciplinary referrals

Goals

Instructions

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

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

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

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

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

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

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

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

Conditions for Learning

⬡ **A. Climate and Culture**

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is <u>6% of students received behavior referrals</u>. We expect our performance level to be <u>5% or less of students receiving behavior referrals</u> by <u>May 2019.</u>
2. The problem/gap in behavior performance is occurring because <u>not all teachers are using restorative practices with their students</u>.
3. If <u>restorative practices)</u> would occur, the problem would be reduced by <u>at least 1%</u>, as evidenced by <u>the percentage of students receiving behavior referrals</u>. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by <u>reviewing discipline data at SBLT meetings</u>.

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 <u>percent</u> of <u>all</u> students <u>receiving behavior referrals</u> will <u>decrease</u> from <u>6%</u> to <u>5% or less</u>, as measured by <u>the number of behavior referrals</u> .

6. **STRATEGIES:**
List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.
☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.
☐ 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	• District MTSS Coaches	• June 18 & 19,2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	•	• June 4, 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Restorative Practices Team	• July 2018
Conduct learning opportunities.	• Restorative Practices Team	• August 6, 2018 and ongoing
Monitor and support staff for implementation with fidelity.	• Administration and Restorative Practices Team	• During walkthroughs, PLCs and ongoing
Review student and teacher data on weekly basis for trends and next steps.	• SBLT	• Weekly

Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• SBLT	• Monthly during SBLT meeting

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	All Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Culturally Relevant Literature	K-5 Instructional Staff	☒ 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 <u>94.6% of students attend daily</u>. We expect our performance level to be <u>96% or higher daily attendance</u> by <u>May 2019.</u>

2. The problem/gap in attendance is occurring because <u>students with chronic absences don't feel as if their principal or teachers ask them what they think about school</u>.

3. If <u>communication between adults and students regarding their thoughts and feelings</u> would occur, the problem would be reduced by <u>at least 2%</u>.

4. We will analyze and review our data for effective implementation of our strategies by <u>reviewing student absences during CST and making contact with the chronically absent students to see why they are absent and how they feel about school</u>.

5. **SMART GOAL:**

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

The <u>percent</u> of <u>all</u> students <u>missing 10% or more of school</u> will <u>decrease</u> from <u>14.3%</u> to <u>12% or less</u>, as measured by <u>attendance dashboard data</u>.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*
☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
☐ 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.)*
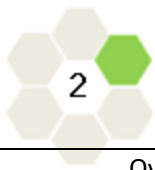
WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal	Monthly during staff meetings
Develop and implement attendance incentive programs and competitions.	Social Worker	Monthly during Character Award Assemblies
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal	Monthly in newsletters, displayed daily attendance rate on digital marquee and SAC meeting
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social Worker	During CST meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social Worker	During CST meetings
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	Daily

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment

2 Conditions for Learning

Overview of the CST roles and responsibilities	All instructional staff during preschool training	☒ Priority ☒ Priority 2 ☒ Priority 3
Review of attendance codes and clearing pending absences	All instructional staff during preschool training	☒ 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 46% proficient , as evidenced in FSA.
2. We expect our performance level to be 65% by June 2019.
3. The problem/gap is occurring because not all students are exposed to rigorous activities that address the standard.
4. If student centered, rigorous activities would occur, the problem would be reduced by 19% or more.

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 46% to 65%, and the percent of L25 students showing growth will increase from 49% to 55% as measured by FSA.

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

☒ Strengthen staff 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.

☐ 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?
Ensure that all teachers know how to use the Marzano Taxonomy Question Stems, Products, Terms and Phrases document as well as other resources to ensure that students are deepening their understanding of reading and writing.	Principal	Weekly during PLC discussions
Require grade level teams to use common formative assessments at mid point and final point of a unit to monitor and analyze progress toward the standard	Principal and MTSS Coach	During PLC discussions
Ensure that teachers are meeting with L25 students a minimum of 3 times per week in guided reading groups using Jan Richardson Guided Reading strategies	Principal and MTSS Coach	Daily
Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.	Principal, MTSS Coach	Weekly during PLC discussions

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
Data Mining led by MTSS Coach	Classroom Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Utilization of questions that help students elaborate on content using the Marzano question stems	Classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Continuation of Jan Richardson Guided Reading practices	Classroom 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 <u>58% of students are proficient</u>, as evidenced in <u>FSA</u>.
2. We expect our performance level to be <u>70% of students proficient</u> by <u>May 2019.</u>.
3. The problem/gap is occurring because <u>not all teachers pose purposeful questions</u>.
4. If <u>the planning and asking of purposeful questions</u> would occur, the problem would be reduced by <u>an additional 12% of students would show proficiency as measured by FSA</u>.

5. **SMART GOALS:**

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

The <u>percent</u> of <u>all</u> students <u>achieving math proficiency</u> will <u>increase</u> from <u>58%</u> to <u>70%</u>, as measured by <u>FSA and MAP</u>.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☐ 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?
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Rich Mathematical Tasks from the curriculum guide.	Team Leaders/Administrators	Weekly discussion during PLC. Weekly planning session.
Teachers use lesson planning tools to plan purposeful questions based on anticipated student solutions and misconceptions.	Team Leaders/Administrators	Weekly during planning sessions.

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Utilization of questions that help students elaborate on content using the Marzano question stems	Classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Planning lessons with purposeful questions	Classroom teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ 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 <u>49% of students proficient</u>, as evidenced in <u>FSA</u>.
2. We expect our performance level to be <u>70%</u> by <u>May 2019.</u>
3. The problem/gap is occurring because <u>students are not elaborating on content</u>.
4. If <u>all teacher practice included utilizing questions to help students elaborate on content</u> would occur, the problem would be reduced by <u>21%</u> .

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 <u>percent</u> of <u>all</u> students <u>achieving proficiency</u> will <u>increase</u> from <u>49%</u> to <u>70%</u>, as measured by <u>FCAT Science Assessment</u>.

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

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

☐ 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?
Teachers monitor and provide feedback to students to support learning inclusive of the "confirming the Learning" portion of the instructional model and student conferencing opportunities	Teachers	Daily during Science lessons

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
Continuation of the 10, 70, 20 instructional model	Classroom teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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 <u>Silver Status</u>, as evidenced in <u>Alliance for a Healthier Generation's Healthy School Program Assessment Modules. </u>.

2. We expect our performance level to be <u>Silver Level Recognition </u> by <u>May 2019.</u>

3. The problem/gap is occurring because <u>Fundraising options are not always healthy choices, food sold in the cafe doesn't adhere to smart snack guidelines</u>.

4. If <u>our healthy school team can monitor the implementation of administrative guidelines for wellness</u> would occur, the problem would be reduced by <u>allowing us to maintain silver status</u>

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>

Our school will be eligible for 5 out of 6 modules to maintain silver recognition by April 2019 as evidenced by Alliance for a Healthier Generation's Healthy Schools Program Framework.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☐ Choose Strategy
☐ 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 Schools Team made up of a minimum of 4 individuals including but not limited to PE teacher, Cafeteria Manager, Wellness Champion, Classroom Teacher, Administrator	Principal	August 2018
Attend district supported professional development	Healthy School Team	Aug-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	Sept-Nov 2018
Complete SMART Snack School Documentation	Cafeteria Manager	September 2018
Develop and implement Healthy Schools Plan	Healthy School Team	October 1 2018 –May 2019
Update Healthy Schools Program assessment and apply for recognition	Healthy School Team	April 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	Priority Alignment

	(number and job titles)	
Healthy Schools Program Training Component # 19545	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Team A: Assessment Component # 19534	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy School Team B: Smart Snacks Component # 19549	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>28.9%</u>, as evidenced in <u>FSA ELA</u>.

2. We expect our performance level to be <u>50%</u> by <u>June 2019.</u>

3. The problem/gap is occurring because <u>culturally relevant strategies are not being used in all classrooms</u>.

4. If <u>culturally relevant strategies</u> would occur, the problem would be reduced by <u>22%</u>.

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 percent of black students meeting proficiency in ELA will increase from 28.9% to 50%, as measured by FSA ELA.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Achievement	☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☐ Choose Strategy ☐ Choose Strategy	• Increase in achievement levels of black students to close the achievement gap.
Advanced Coursework	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☐ Choose Strategy ☐ Choose Strategy	• Increase in achievement levels of black students to close the achievement gap.
Student Discipline	☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy ☐ Choose Strategy	• Climate and culture of classrooms are conducive to maximizing instructional time
ESE Identification	☐ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. ☐ Choose Strategy ☐ Choose Strategy	• Students will not be placed in EBD without intensive interventions
Minority Hiring	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Lesson plans will include culturally relevant strategies	**Principal**	**August 2018-May2019**
Parents of Black students who would benefit from extended learning opportunities will be notified by phone of the program choices and times	**Assistant Principal**	**Sept 2018-April 2019**
Restorative Circles will occur in each classroom	**RIT**	**August through May**

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Trainings	Classroom Teachers	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Culturally relevant Literature	Classroom Teachers	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 25% proficient, as evidenced in FSA ELA.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because the tasks that students are completing are not as rigorous as the standard.
4. If a match between rigorous tasks and standards would occur, the problem would be reduced by 25%.

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 25% to 50%, as measured by FSA ELA.

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

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review Lesson plans to ensure that tasks are matched to standards	Principal	Ongoing throughout the school year
Provide coaching to ensure that tasks are rigorous	MTSS Coach	Ongoing throughout the school year

2. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Marzano question stems, complex tasks	Classroom teachers	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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 5.3%, as evidenced in FSA ELA.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because data is not used to differentiate instruction to meet the needs of the students.
4. If differentiation would occur, the problem would be reduced by 45%.

5. **SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 5.3% to 50%, as measured by FSA ELA.

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

☐ 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?
Use data to differentiate instruction	MTSS Coach, ELL Teacher	Ongoing throughout school year
Utilizing the Go To Strategies in general education classrooms	Principal	Ongoing throughout school year

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Data Mining	Classroom Teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Understanding WIDA results and what it means for students	Classroom teachers, ELL teacher	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 37.6% of males are proficient, as evidenced in FSA ELA.
2. We expect our performance level to be 55% by May 2019.
3. The problem/gap is occurring because not all teachers are using culturally relevant strategies in their classrooms..
4. If culturally relevant instruction would occur, the problem would be reduced by 18%.

5. **SMART GOALS:**

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

The percent of male students achieving ELA proficiency will increase from 37.6% to 55%, as measured by FSA ELA.

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

☒ Teachers utilize culturally relevant teaching.
☐ 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?
Culturally relevant strategies will be included in lesson plans	**Principal**	**Ongoing throughout the school year**

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally relevant literature	**Classroom teachers**	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ 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.	• Use of daily agenda notes • Monthly School Newsletter • School Website • Face to Face Conferences	• Classroom Teachers • Principal • Principal • Classroom Teachers	• Ongoing from Aug. 2018-May 2019
2. Provide academic tools to families in support of their students' achievement at home.	• Face to Face Conferences • School Website with links to academic programs • Family Night trainings	• Classroom Teachers • Principal • Principal	• Ongoing from Aug. 2018-May 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	• Title I Family Night • School Advisory Council	• Principal • Principal	• Ongoing from Aug. 2018-May 2019
4. Intentionally build positive relationships with families and community partners.	• Donuts for Dads • Muffins for Moms •	• PTA/Family Involvement • PTA/Family Involvement	• August-December 2018

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
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Wanda	Dudley	White	Parent
Nicole	Lewis	White	Parent
Marshall	Stevens	White	Business/Community
Bonita	Paquette	White	Principal
Tenishela	Johnson Clark	Black	Other Instructional Employee
		Select	Choose an item.
Please see SAC roster due in September for other members		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

SAC process is concluded when all paperwork is forwarded to the Office of Strategic Partnership…still in the recruiting process

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

SAC will meet on August 20, 2018

⬢ 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]
	Professional Development for Staff/TDE	3000.00
	[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]
	[Describe each on a separate row]	[Insert Amount]
TOTAL $ **3000.00**		