



# School Improvement Plan SY 2018-19

## WOODLAWN ELEMENTARY SCHOOL

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## Continuous Improvement

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

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

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

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



# Vision and Direction

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Tammy Keiper	<b>SAC Chair:</b>	
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The mission of Woodlawn Elementary is to establish a respectful learning environment that builds the foundation for scholars to have a successful future through relationships, relevance and rigor.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
366	28	163	36	24	114	1

<b>School Grade</b>	<b>2018:</b> C	<b>2017:</b> C	<b>2016:</b> C	<b>Title I</b>	YES
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
<b>Proficiency All</b>	33	36	48	47	46	26						
<b>Learning Gains All</b>	35	49	50	52								
<b>Learning Gains L25%</b>	37	54	37	52								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Tammy	Keiper	FT	4-10 years
Equity Champion	Kelly	Davidson	FT	1-3 years
ESE	Kim	McGevna	FT	1-3 years
ELL	Danny	Fittro	FT	4-10 years
Climate and Culture	Bennett	Smith	FT	1-3 years
Secretary	Brenda	Washington	FT	1-3 years
Curriculum Specialist	Jacquelyn	Shotwell	FT	1-3 years
Teacher Leader	Alycia	Abelow	FT	1-3 years
Teacher Leader	Allison	Boulanger	FT	4-10 years
<b>Total Instructional Staff:</b>			<b>Total Support Staff:</b>	<b>1</b>



## B. Improvement Priorities

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

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

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

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students making learning gains in ELA and Math will increase from 35 % and 50% to 100%

### 2. Priority 2: Conditions for learning

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving proficiency in ELA and Math will increase from 33% and 48% to 60%

### 3. Priority 3: Climate and Culture

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students making learning gains in ELA and Math will increase from 35% and 50% to 100%



## 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 <i>(using MTSS Framework)</i>	All Priorities	Less than 50% proficiency in ELA and Math	Monitoring core instruction and interventions and progress in ELA and Math	Curriculum Specialist	SBLT	Weekly-Wednesday	Lesson plans, OPM, walk through trend data
2.	Tier 3 Problem-solving Team	Priority 1	37% of L25 made growth in ELA and Math	Utilize multiple data sources to determine specific needs and match interventions	Curriculum Specialist	Psychologist Social Worker Teacher VE Teacher	Weekly-Wednesday	Intervention lesson plans. OPM, fidelity checks
3.	Culture/Climate Team (Equity, RP, PBIS, CRT)	All Priorities	To close the achievement gap  Increase academic achievement and engagement	Communicating high expectations for each scholar  Role out of school-wide PBIS	Equity Champion, RP Trainer	All staff	On-going	Lesson plans (6Ms), OPM, walk through trend data, discipline data, PBIS data



	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
			Increase staff awareness/ understanding	CRT/RP professional development				
4.	Child Study Team	Priority 3	To decrease attendance issues	Review attendance data and problem solve Increasing parent communication and awareness	Social Worker	Guidance Counselor DMT Assistant principal Attendance Specialist	Bi-weekly-Tuesday	CST Data shows improvement, effective problem solving actions, parent conference logs
5.	Team Leaders	All Priorities	Increase teacher empowerment Strengthen lines of communication	Collaborate regarding school priorities and actions (including referendum funds)	Principal	Team Leaders Curriculum Specialist	Monthly-Thursday	Agendas, action plans, teacher ownership/participation in school initiatives



## 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 80 referrals. We expect our performance level to be 50 or less by end of year 2018-19.
2. The problem/gap in behavior performance is occurring because limited use of restorative practices.
3. If Restorative practices would occur, the problem would be reduced by 50%, as evidenced by student profile data report. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by SBLT meetings.

**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 number of black students receiving referrals will decrease from 21 to 10, as measured by school profiles data.

**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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- 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>	Culture/Climate Team	June 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	Teacher Leader	June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	Culture/Climate Team	August 2018
<i>Conduct learning opportunities.</i>	Culture/Climate Team	On-going
<i>Monitor and support staff for implementation with fidelity.</i>	Administrators	On-going
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	SBLT	Weekly- Wednesday
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	Culture/Climate Team	Monthly



### 8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	All staff (70)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Disrupting Poverty and Teach Like a Champion book studies	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity/CRT/PBIS	All instructional staff (40)	<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 93.4 attendance. We expect our performance level to be 95 by end of year 2018-2019.
2. The problem/gap in attendance is occurring because families lack the understanding of the importance of daily attendance.
3. If increased parent awareness would occur, the problem would be reduced by 50%.
4. We will analyze and review our data for effective implementation of our strategies by school profiles data.

### 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 number of all students missing more than 10% of school will decrease from 93 to 46, as measured by school profiles attendance data.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier 3 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?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Social Worker	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	On-going
Develop and implement attendance incentive programs and competitions.	CST	August 2018
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST	July 2018 On-going
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Bi-weekly- Tuesday
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Bi-weekly- Tuesday
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	On-going

### 8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
School-wide Attendance Taking process and incentives	Teachers (25)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 33 percent proficient, as evidenced on FSA 2018 .
2. We expect our performance level to be at least 60 percent proficient by FSA 2019.
3. The problem/gap is occurring because instruction is not student-centered with rigor.
4. If student-centered with rigor instruction would occur, the problem would be reduced by 50% .

**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 33% to at least 60%, as measured by FSA 2019.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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 intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs	Curriculum Specialist	PLC / Collaborative Planning
Teachers intentionally plan instruction aligned with a high level of rigor by using taxonomy levels and adjust instruction through the use of talk, task, text and student needs	Curriculum Specialist	PLC / Collaborative Planning
Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning	Curriculum Specialist	PLC/ Collaborative Planning
Teachers will use data to plan instruction that ensures differentiation, interventions and enrichment while scaffolding learning to increase student performance.	Curriculum Specialist	PLC/ Collaborative Planning
Administrators monitor teacher practice and provide feedback to support teacher growth	Administrators	On-going

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teach Like a Champion book study	Instructional staff (40)	<input checked="" type="checkbox"/> Priority 1, 2, 3
Use of lesson plan template for ELA	Classroom teachers (25)	<input checked="" type="checkbox"/> Priority 1, 2, 3



# Academic Goals

Monthly Curriculum meetings (including CRT, RP, Equity)	Instructional staff (40)	<input checked="" type="checkbox"/> Priority 1, 2, 3
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**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 48% proficient, as evidenced in FSA 2018.
2. We expect our performance level to be at least 60% proficient by FSA 2019.
3. The problem/gap is occurring because instruction is not student-centered with rigor.
4. If student-centered with rigor instruction would occur, the problem would be reduced by 50%.

**5. SMART GOALS:**

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

The percent of all students achieving math proficiency will increase from 48% to at least 60%, as measured by FSA 2019.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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 intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs	Curriculum Specialist	PLC / Collaborative Planning
Teachers collaborate to select and implement rigorous tasks aligned with each standard including MFAS and Rich Math Tasks	Curriculum Specialist	PLC / Collaborative Planning
Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to students while scaffolding learning to increase student performance	Curriculum Specialist	PLC/ Collaborative Planning
Administrators monitor teacher practice and provide feedback to support teacher growth	Administrators	On-going

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teach Like a Champion book study	Instructional Staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly Curriculum meetings (including CRT, RP, Equity) - Utilizing math school-based PD options provided	Instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. Science Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 46% proficiency, as evidenced in SSA 2018.
2. We expect our performance level to be at least 60% proficiency by SSA 2019.
3. The problem/gap is occurring because scholars have a gap in science background and vocabulary knowledge.
4. If strategic vocabulary instruction would occur, the problem would be reduced by 50%.

**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 5th grade students achieving science proficiency will increase from 46% to at least 60%, as measured by SSA 2019.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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 and science labs	Curriculum Specialist	PLC / Collaborative Planning
Teachers collaborate to select and implement rigorous tasks aligned with each standard (including specific vocabulary strategies)	Curriculum Specialist	PLC / Collaborative Planning
Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to students while scaffolding learning to increase student performance	Curriculum Specialist	PLC / Collaborative Planning
Administrators monitor teacher practice and provide feedback to support teacher growth	Administrators	On-going

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teach Like a Champion book study	Instructional Staff (40)	<input checked="" type="checkbox"/> Priority 1
Monthly Curriculum meetings (including CRT, RP, Equity)	Instructional staff (40)	<input checked="" type="checkbox"/> Priority 1



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is NA, as evidenced in Alliance for a Healthier Generation.
2. We expect our performance level to be Bronze by May 2019.
3. The problem/gap is occurring because lack of staff reporting of personal health programs tied to the initiative
4. If staff reporting of healthy programs would occur, the problem would be reduced by at least 1 level .

**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 staff reporting involvement in healthy programs will increase from unknown to at least 50%, as measured by Alliance for Healthier Generation data.

**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?
The Healthy School Team will review all assessment items to determine the most feasible items to improve in one module to achieve recognition level and develop an action plan	Wellness Champ	Fall 2018

**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
School-wide Informational Materials sent through updates	All Staff (70)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Wellness Champ provides PD opportunities based on survey results	All staff (70)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3





**F. Academic Intervention Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 50% level 1 students, as evidenced in FSA 2018.
2. We expect our performance level to be less than 20% by FSA 2019.
3. The problem/gap is occurring because instructional practices are not meeting the needs of each student.
4. If deliberate instruction for each student would occur, the problem would be reduced by 50%.

**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 percent of all students achieving Level 1 in ELA will decrease from 50% to 20% or less, as measured by FSA 2019.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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 intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs	Curriculum Specialist	PLC / Collaborative Planning
Teachers intentionally plan instruction aligned with a high level of rigor by using taxonomy levels and adjust instruction through the use of talk, task, text and student needs	Curriculum Specialist	PLC / Collaborative Planning
Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning	Curriculum Specialist	PLC/ Collaborative Planning
Administrators monitor teacher practice and provide feedback to support teacher growth	Administrators	On-going

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teach Like a Champion book study	Instructional staff (40)	<input checked="" type="checkbox"/> Priority 1, 2, 3
Use of lesson plan template for ELA	Classroom teachers (25)	<input checked="" type="checkbox"/> Priority 1, 2, 3
Monthly Curriculum meetings (including CRT, RP, Equity)	Instructional staff (40)	<input checked="" type="checkbox"/> Priority 1, 2, 3



**G. STEM Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 20 students, as evidenced in attendance data.
2. We expect our performance level to be 20 by attendance data.
3. The problem/gap is occurring because lack of teacher support to lead program.
4. If teacher participation would occur, the problem would be reduced by 50%.

**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.in

The number of 5th grade students participating in afterschool STEM academy will increase from 10 to 20, as measured by STEM Academy attendance.

**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?
Increasing teacher empowerment to facilitate programs	Administrators	On-going

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM training for teacher leader	2 teachers	<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



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 29% gap, as evidenced in ELA FSA.
2. We expect our performance level to be less than 20% gap by Spring 2019.
3. The problem/gap is occurring because lack of culturally responsive instruction.
4. If culturally responsive instructional practices would occur, the problem would be reduced by at least 10% of the gap.

**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 proficient on FSA will increase from 28% to at least 38%, as measured by 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	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input checked="" type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• 100% of black scholars will make learning gains in ELA and Math</li> </ul>
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Discipline	<input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.	<ul style="list-style-type: none"> <li>• Percent of referrals received from black scholars will decrease from 80% to less than 50%</li> <li>• Student behavior will be handled proactively and restoratively rather than punitively</li> </ul>
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 type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• 100% of scholars with consent for evaluation will receive effective interventions</li> </ul>
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• 100% of staff will participate in equity and culturally responsive professional development</li> </ul>



# Subgroup Goals

	<input type="checkbox"/> Choose Strategy	
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7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1       Priority 2       Priority 3

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Equity, PBIS, RP and CRT AVID training	Climate/Culture Team	On-going

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	All staff (70)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Disrupting Poverty and Teach Like a Champion book studies	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity/CRT/PBIS/SEL	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 10% students made gains, as evidenced in ELA FSA.
2. We expect our performance level to be 100% students with learning gains by Spring 2019.
3. The problem/gap is occurring because scaffolding to reach the level of rigor is lacking.
4. If appropriate scaffolding would occur, the growth would increase by 90%.

**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 making learning gains in ELA will increase from 10% to 100%, 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 black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.
- 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?
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work	VE Teacher	On-going
Use positive behavior supports including individual, class-wide and school-wide behavior plans	SBLT	Daily
Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation	Behavior Specialist	As needed

**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
Restorative Practices	All staff (70)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Disrupting Poverty and Teach Like a Champion book studies	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Subgroup Goals

School Improvement Plan 2018-19

Equity/CRT/PBIS/SEL	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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**D. Gender (As appropriate, based on school data)**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 41% proficient, as evidenced in ELA FSA.
2. We expect our performance level to be at least 60% by Spring 2019.
3. The problem/gap is occurring because additional strategies for male learners need to be implemented.
4. If all teachers implemented high yield strategies for male students , the proficiency would be increased by at least 19%.

**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 proficient in ELA will increase from 41% to 60%, 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*

- Enhance the relationship-building skills for boys.
- Provide a physical learning environment that is conducive for learning for both genders.
- Teachers utilize culturally relevant teaching.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Conflicts are regularly de-escalated and de-personalized. Consistent loop back with the student after any conflict	Climate/Culture Team	On-going
Students can choose from a variety of flexible seating options and transition to different areas of the classroom	Engagement Team	On-going
Lessons regularly reflect the range of student interests represented in the classroom	Curriculum Specialist	On-going

**8. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Bringing Out the Best in Our Boys	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	All staff (70)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Disrupting Poverty and Teach Like a Champion book studies	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity/CRT/PBIS/SEL	All instructional staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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"> <li>Require teacher documentation of 100% parent conferences</li> <li>Create call logs for inviting families to events</li> <li>Utilize multiple communication resources</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Utilize take home material bags to provide monthly at home resources</li> <li>Identified scholars participate in Connect for Success laptop program</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Specialist</li> <li>C4S Liaison</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Schedule conference days/nights around parent preference</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Host family events based on survey results</li> <li>Work with community partnerships to set up goals and actions</li> </ul>	<ul style="list-style-type: none"> <li>Community Liaison</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>

### 5. MONITORING:

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

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Disrupting Poverty book study	Instructional Staff (40)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Model/practice parent conferences	Teachers (25)	<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
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
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		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
<b>1. Academic Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2. Behavioral Support</b>		<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3. Materials and Supplies</b>		<b>\$ [Insert amount for category]</b>
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>		<b>\$ [Insert amount for category]</b>
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
<b>6. Other (please list below)</b>		<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		