Madeira Beach Fundamental K 8

2019-20 School Improvement Plan

Table of Contents

Madeira Beach Fundamental K 8

591 TOM STUART CAUSEWAY, Madeira Beach, FL 33708

http://www.mb-ms.pinellas.k12.fl.us/

Demographics

Principal: Ateek Christopher

Start Date for this Principal: 1/1/2010

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Madeira Beach Fundamental will provide a rigorous student-centered learning environment to ensure 100% student success and promote college readiness by working collaboratively with all faculty, staff, and community stakeholders.

Provide the school's vision statement

100% Student Success

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title
Ateek, Christopher	Principal
Principal	
Crandall, Brooke	Assistant Principal
Assistant Principal	
Altenore, Carolyn	Assistant Principal
Assistant Principal	
Vermillion, Kristin	Guidance Counselor
Guidance Counselor	
Santos, Valerie	Guidance Counselor
Guidance Counselor	
Johansen, Shannon	Psychologist
Psychologist	
Simon, Jill	Teacher, K-12
Teacher, K-12	
Deson, Michelle	Teacher, K-12
Teacher, K-12	
Bostick, David	Teacher, K-12
Teacher, K-12	
Macdonald, Kim	Teacher, K-12
Teacher, K-12	
Rutkis, Krista	Teacher, K-12
Teacher, K-12	
Mosall, Laura	Teacher, K-12
Teacher, K-12	
Woestmann, Molly	Teacher, K-12
Teacher, K-12	
Courtney, Sara	Teacher, K-12
Teacher, K-12	
Gilberg, Allan	Teacher, K-12
Teacher, K-12	
Hall, Stephanie	Teacher, ESE
Teacher, ESE	
Knox, Jonathan	Teacher, K-12
Teacher, K-12	
Moser, Melissa	Teacher, K-12
Teacher, K-12	
Motte, Malinda	Guidance Counselor
Guidance Counselor	

Name	Title
Wolfenden, Angela	Teacher, K-12
Teacher, K-12	
Butler, Heather	Teacher, K-12
Teacher, K-12	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	72	71	73	86	88	304	311	305	0	0	0	0	1382
Attendance below 90 percent	1	2	4	8	7	6	17	18	31	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	4	2	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	2	0	6	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	2	7	8	30	31	23	0	0	0	0	101
One or more referrals	0	1	1	1	0	4	0	0	0	0	0	0	0	7

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	5	5	4	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
66

Date this data was collected or last updated
Wednesday 7/10/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	2	5	9	6	9	5	17	35	40	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	2	0	3	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	2	0	6	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	7	8	12	30	24	26	0	0	0	0	107

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	70%	61%	76%	65%	60%
ELA Learning Gains	63%	63%	59%	62%	59%	57%
ELA Lowest 25th Percentile	58%	56%	54%	54%	55%	52%
Math Achievement	83%	72%	62%	87%	69%	61%
Math Learning Gains	71%	63%	59%	71%	64%	58%
Math Lowest 25th Percentile	63%	54%	52%	68%	59%	52%
Science Achievement	76%	64%	56%	86%	62%	57%
Social Studies Achievement	93%	81%	78%	90%	82%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	72 (0)	72 (0)	71 (0)	73 (0)	86 (0)	88 (0)	304 (0)	311 (0)	305 (0)	1382 (0)
Attendance below 90 percent	1 ()	2 ()	4 ()	8 ()	7 ()	6 ()	17 ()	18 ()	31 ()	94 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	4 (0)	2 (0)	0 (0)	6 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	6 (0)	8 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	7 (0)	8 (0)	30 (0)	31 (0)	23 (0)	101 (0)
One or more referrals	0 (0)	1 (0)	1 (0)	1 (0)	0 (0)	4 (0)	0 (0)	0 (0)	0 (0)	7 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	82%	56%	26%	58%	24%
	2018	71%	53%	18%	57%	14%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	72%	56%	16%	58%	14%
	2018	65%	51%	14%	56%	9%
Same Grade Comparison		7%				
Cohort Comparison		1%				
05	2019	70%	54%	16%	56%	14%
	2018	72%	50%	22%	55%	17%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
06	2019	76%	51%	25%	54%	22%
	2018	77%	49%	28%	52%	25%
Same Grade Comparison		-1%				
Cohort Comparison		4%				
07	2019	72%	51%	21%	52%	20%
	2018	76%	48%	28%	51%	25%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
08	2019	81%	55%	26%	56%	25%
	2018	81%	55%	26%	58%	23%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	62%	21%	62%	21%
	2018	81%	62%	19%	62%	19%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	84%	64%	20%	64%	20%
	2018	84%	62%	22%	62%	22%
Same Grade Comparison		0%				
Cohort Comparison		3%				
05	2019	83%	60%	23%	60%	23%
	2018	95%	61%	34%	61%	34%
Same Grade Comparison		-12%				
Cohort Comparison		-1%				
06	2019	70%	44%	26%	55%	15%
	2018	79%	45%	34%	52%	27%
Same Grade Comparison		-9%				
Cohort Comparison		-25%				
07	2019	90%	60%	30%	54%	36%
	2018	83%	59%	24%	54%	29%
Same Grade Comparison		7%				
Cohort Comparison		11%				
08	2019	63%	31%	32%	46%	17%
	2018	82%	31%	51%	45%	37%
Same Grade Comparison		-19%				
Cohort Comparison		-20%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	73%	54%	19%	53%	20%
	2018	91%	57%	34%	55%	36%
Same Grade Comparison		-18%				
Cohort Comparison						
08	2019	77%	51%	26%	48%	29%
	2018	85%	53%	32%	50%	35%
Same Grade Comparison		-8%				
Cohort Comparison		-14%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	93%	68%	25%	71%	22%
2018	89%	66%	23%	71%	18%
Compare		4%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	93%	55%	38%	61%	32%
2018	98%	57%	41%	62%	36%
Compare		-5%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	56%	44%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	49	60	54	58	62	47	30	76			
ELL	33	60	54	53	67	64					
ASN	86	69	67	93	73		85	100	95		
BLK	52	47	35	61	60	59	54				
HSP	72	58	48	78	73	57	72	88	82		
MUL	73	77	70	76	74			88			
WHT	77	63	59	84	71	64	77	93	82		
FRL	64	57	50	74	66	58	64	85	85		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	39	36	33	55	53	48	57	55			
ASN	76	55		93	83		100	91	92		
BLK	60	67	50	66	58	33	70	92			
HSP	76	65	62	82	63	68	81	83	79		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	78	67		89	79		100		70		
WHT	77	61	54	87	71	68	86	90	81		
FRL	67	60	52	80	65	63	81	86	71		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Overall, the data component that showed the lowest performance was English Language Arts (ELA) at 76% overall proficiency, and Science at 76% overall proficiency. In ELA, the data component with the lowest performance was 5th grade, at 70% proficiency. In Math, the data component with the lowest performance was 8th grade, at 63% proficiency. In Science, the data component with the lowest performance was 5th grade, at 73% proficiency.

Low performance in ELA and Science can be contributed to turn-over in staff, lack of data usage in designing targeted lessons, and lack of rigorous, standards-based instruction. In addition, a new textbook adoption that moved to a digital/online platform in Science may have contributed to lower performance as teachers learned and implemented best practices for student success in a new way.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Overall, the data component with the greatest decline from the prior year was Science, which declined from 86% to 76% proficiency. 5th grade Science declined from 91% of students achieving proficiency in 2017-2018, to 73% achieving proficiency in 2018-2019, an 18% decrease in proficiency. 8th grade Science declined from 85% of students achieving proficiency in 2017-2018, to 77% achieving proficiency in 2018-2019, an 8% decrease in proficiency. Another data component with significant decline from the prior year was 8th grade Mathematics, which declined from 82% of students achieving proficiency in 2017-2018, to 63% of students achieving proficiency in 2018-2019, a 19% decrease in proficiency.

Decline in performance from the prior year can be contributed to a new course offering, a double-block of Algebra, with a larger cohort of students who would have scored at the proficient level or above, now taking the Algebra EOC rather than the 8th grade FSA Mathematics assessment. In addition, a new textbook adoption in science which required teachers to learn and implement best practices for student success in a new way, and lack of data usage in designing targeted lessons that are rigorous and standards-based.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

All data components were above the state average. The ELA data component closest to the state average is 4th and 5th grade, which were both 14% above the state average. 4th grade showed 72% proficiency, compared to the state average of 58% proficient, and 5th grade showed 70% proficiency, compared to the state average of 56% proficient. The Math data component closest to the state average is 6th grade, which was 15% above the state average. 6th grade showed 70% proficiency, compared to the state average of 55%.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement in ELA is 3rd grade, which improved from 71% to 82% proficiency, an increase of 11%. In Math, 7th grade showed the most improvement, by improving from 83% to 90% proficiency, an increase of 7%. New actions taken were a change in personnel in 3rd grade and 7th grade courses, and increased use of rigorous, standards-based instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on EWS data, our two potential areas of concern are attendance, as we had 94 students who attended fewer than 90% of days, and Level 1 students, as we had 101 students scoring at Level 1 in ELA and/or Mathematics.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Rigorous Standards-Based Instruction
2. Using Culturally Relevant Teaching Strategies
3. Conditions for Learning
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Rigorous Standards-Based Instruction
Rationale	Decreases in proficiency levels were seen across multiple subject areas and grade levels. Our current level of performance in English Language Arts is 76% of students scoring at the proficient level or above, as evidenced in the Spring 2019 English Language arts Florida Standards Assessment. Our current level of performance is 83% of students scoring at the proficient level or above, and 63% of our L25 mathematics students making learning gains as evidenced in the Spring 2019 Mathematics Florida Standards Assessment. The problem/gap is occurring because areas for remediation are not being identified for corrective instruction, especially in writing instruction and integration of knowledge instruction. Data is not being utilized to differentiate and scaffold instruction. If rigorous, standards-based instruction and corrective instruction in areas of weakness as determined by formative assessments would occur, the problem would be reduced by 4%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 76% to 80%, as measured by the ELA FSA. The percent of all L25 in mathematics students making learning gains will increase from 63% to 67%, as measured by the Spring 2019 Mathematics Florida Standards Assessment.
Person responsible for monitoring outcome	Christopher Ateek (ateekc@pcsb.org)
Evidence-based Strategy	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. 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 ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	Overall, ELA proficiency remained at 76% proficient from 2018 to 2019. The percentage of students making learning gains in ELA increased from 62% in 2018 to 63% in 2019. Learning gains among our L25 students also increased from 54% in 2018 to 58% in 2019. These strategies were beginning to be implemented in 2018-2019 and we will continue with implementation in 2019-2020 to continue to increase learning gains, but also to show increased overall proficiency.
Action Step	
Description	1. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data 2. Regularly assess (formally and informally) and utilize data to modify and

adjust instruction.
3. Teachers monitor and provide feedback to students based on mastery of Standards to support learning
4. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
5.

Person Responsible	Christopher Ateek (ateekc@pcsb.org)

#2	
Title	English Language Arts/Reading Goal
Rationale	1. Our current level of performance is 76% of students scoring at the proficient level or above, as evidenced in the Spring 2019 English Language Arts Florida Standards Assessment. 2. We expect our performance level to be 80% of students achieving ELA proficiency by Spring 2020. 3. The problem/gap is occurring because areas for remediation are not being identified for corrective instruction, especially in writing instruction. 4. If corrective instruction in areas of weakness as determined by formative assessments would occur, the problem would be reduced by 4%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 76% to 80%, as measured by the ELA FSA. The percent of L25 students making learning gains will increase from 63% to 67%, as measured by the ELA FSA.
Person responsible for monitoring outcome	Jonathan Knox (knoxj@pcsb.org)
Evidence-based Strategy	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 ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	Overall, ELA proficiency remained at 76% proficient from 2018 to 2019. The percentage of students making learning gains in ELA increased from 62% in 2018 to 63% in 2019. Learning gains among our L25 students also increased from 54% in 2018 to 58% in 2019. These strategies were beginning to be implemented in 2018-2019 and we will continue with implementation in 2019-2020 to continue to increase learning gains, but also to show increased overall proficiency.
Action Step	
Description	1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. 2. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 3. ELA teachers utilize a planning roadmap to choose strategies and resources for use as they plan, to ensure high engagement, rigor and progress monitoring. 4. Teachers and students analyze tasks using rubrics to determine where students are in relation to the standard, and plan for next steps 5. Teachers across content areas integrate reading/literacy strategies, including the FSA writing rubric for text-based writing
Person Responsible	Jonathan Knox (knoxj@pcsb.org)

#3	
Title	Mathematics Goal
Rationale	1. Our current level of performance is 83% of students scoring at the proficient level or above, and 63% of our L25 mathematics students making learning gains as evidenced in the Spring 2019 Mathematics Florida Standards Assessment. 2. We expect our performance level to be 67% of L25 students making learning gains by Spring 2020. 3. The problem/gap is occurring because data is not being utilized to differentiate and scaffold instruction to increase student performance on complex tasks that align with the complexity of the standards. 4. If effective implementation of differentiation and scaffolding of inquiry based instruction based on formative data and based on aligned with the complexity of the standards would occur, the problem would be reduced by 4%.

State the measureable outcome the school plans to achieve	The percent of all mathematics students scoring at the proficient level or above will increase from 83% to 87%, as measured by the Spring 2020 Mathematics Florida Standards Assessment. The percent of all L25 in mathematics students making learning gains will increase from 63% to 67%, as measured by the Spring 2020 Mathematics Florida Standards Assessment.
Person responsible for monitoring outcome	Melissa Moser (moserm@pcsb.org)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	Overall, Mathematics proficiency decreased from 87% proficient in 2018 to 83% proficient in 2019. The percentage of students making learning gains in Mathematics remained at 71% in both 2018 and 2019. Learning gains among our L25 students decreased from 68% in 2018 to 63% in 2019. These strategies will help to adjust the decrease in proficiency and decrease in learning gains among our lowest 25 students.

Action Step	
Description	1. Teachers utilize systemic documents to effectively plan for mathematics units that incorporate rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS). Teachers analyze assessment data (MAP K-5 and Cycle Assessment 6-8) by standard for their class and across the grade level. 2. Teachers use lesson planning tools to plan purposeful questions based on anticipated student solutions and misconceptions. 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. Teachers plan for the purposeful integration of mathematics tasks into science lessons (e.g., Students use number lines to measure liquid volume to the nearest mL and solve related

real-world math problems).
3. Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction and provide feedback to students to support learning. 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. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.
4.
5.

Person Responsible   Laura Mosall (mosalll@pcsb.org)

#4	
Title	Science Goal
Rationale	1. Our current level of performance is 76%, as evidenced in SSA proficiency (level 3 and above). 2. We expect our performance level to be 80% by May 2020. 3. The problem/gap is occurring because data is not being utilized to differentiate and scaffold instruction to increase student performance on complex tasks that align with the complexity of the standards. 4. If effective implementation of differentiation and scaffolding of inquiry based instruction based on formative data and based on aligned with the complexity of the standards would occur, the problem would be reduced by 4%.
State the measureable outcome the school plans to achieve	The percent of 8th grade students achieving science proficiency will increase from 77% to 81%, and the percent of 5th grade students achieving science proficiency will increase from 73% to 77%, as measured by the 5th and 8th Grade Statewide Science Assessment.
Person responsible for monitoring outcome	Heather Butler (butlerhe@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex tasks that align with and/or exceed the complexity of the standards. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	Overall, Science proficiency decreased from 86% proficient in 2018 to 76% proficient 2019. These strategies will allow us to address the drop in proficiency seen at both 5th and 8th grade, and work toward increased proficiency percentages.
Action Step	
Description	1. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructions lessons that include text-dependent questions, complex scientific thinking and inquiry tasks, and skill/strategy based groups to implement during core instruction to support success with complex tasks. 2. Teachers utilize systemic documents (unit cards, adopted curriculum, CPALMs, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards and that incorporate real-world connections of Science standards. 3. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (unit and cycle assessments) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. 4. Ensure implementation of literacy in science content area – including the

use of grade-appropriate complex texts in science classes with authentic writing tasks in response to the text. Utilize content and disciplinary driven strategies to encourage students to approach complex texts from a scientific perspective.

5. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

6. 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 include appropriate grade level utilization of science labs in alignment to 1st – 5th grade standards.

7. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic assessment. Implement the "unit" assessments in grades 4 and 5. Identify low performing standards and embed the concepts from the low performing standards directly into the review plan. This will allow the 5th grade review plan to be a "live" document that includes on-going identification of low performing 4th and 5th grade standards . I recommend including the 4th grade unit data because 4th grade standards support many "difficult" concepts and are vocabulary "rich".

| **Person Responsible** | Laura Mosall (mosalll@pcsb.org) |

#5	
Title	Social Studies Goal
Rationale	1. Our current level of performance is 93% proficient, as evidenced in 2019 Spring EOC Civics Assessment. 2. We expect our performance level to be 97% by 2019 Spring EOC Civics Assessment. 3. The problem/gap is occurring because classroom practices do not include enough student-centered learning environments with rigor, differentiation practices, and higher order thinking routines. 4. If teachers collaboratively plan for student-centered, scaffolded exercises that build to higher order thinking opportunities and complex tasks would occur, the problem would be reduced by 4%.
State the measureable outcome the school plans to achieve	The percent of 7th grade students achieving proficiency (Level 3 and above) will increase from 93% to 97%, as measured by the 2020 Spring EOC Civics Assessment.
Person responsible for monitoring outcome	Allan Gilberg (gilberga@pcsb.org)
Evidence-based Strategy	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. Strengthen staff ability to focus on collaborative lesson planning.
Rationale for Evidence-based Strategy	Overall, Social Studies proficiency increased from 89% proficient in 2018 to 93% proficient in 2019. These strategies were beginning to be implemented in 2018-2019 and we will continue with implementation in 2019-2020 to continue to increase overall proficiency.
Action Step	
Description	1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. 2. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance. 3. Provide students with the opportunity to demonstrate higher order thinking strategies and processes. 4. Utilize primary source documents at varying complexity levels throughout the year. 5. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students
Person Responsible	Allan Gilberg (gilberga@pcsb.org)

#6	
Title	College Career Readiness
Rationale	1. Our current level of performance is 83%, as evidenced in the Acceleration Rate in the School Grade calculation. 2. We expect our performance level to be 87% by May 2020. 3. The problem/gap is occurring because not all stakeholders are aware of the options for enrollment in rigorous advanced courses and the supports in place to help students achieve success in these courses. 4. If all stakeholders had access to and success in rigorous advanced courses and implementation of rigorous instructional practices by all teachers in all classes would occur, the problem would be reduced by 4%.
State the measureable outcome the school plans to achieve	The percent of all students earning credit for acceleration coursework will increase from 83% to 87%, as measured by qualifying course credit scores and/or industry certifications earned as measured by the Acceleration Rate.
Person responsible for monitoring outcome	Kristin Vermillion (vermillionk@pcsb.org)
Evidence-based Strategy	Enhance access to opportunities for students to engage in advanced/acceleration coursework. Strengthen teacher implementation of rigorous instructional practices. Intensify staff capacity to support students in successfully completing and attaining industry certification.
Rationale for Evidence-based Strategy	Overall, the Acceleration Rate increased from 81% accelerated in 2018 to 83% accelerated in 2019. These strategies were beginning to be implemented in 2018-2019 and we will continue with implementation in 2019-2020 to continue to increase student access to advanced/acceleration coursework and to increase the overall level of acceleration.
Action Step	
Description	1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed. 2. Principal and School Leadership Team implement, monitor, and adjust school-wide systems for academic support for students in rigorous courses 3. AVID strategies and AVID Culturally Relevant teaching will be implemented in all classrooms 4. Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy, but also not scheduling them above their capacity to be successful, including access to courses with industry certification 5. Counselors support students in reviewing and interpreting their PSAT results, resulting in students setting goals for longitudinal growth.
Person Responsible	Valerie Santos (santosv@pcsb.org)

#7	
Title	Bridging the Gap Plan (Black Student Achievement)
Rationale	1. Our current level of performance is 53% proficiency, as evidenced in black students scoring a Level 3 or above on the FSA ELA Assessment. 2. We expect our performance level to be 57% by Spring 2020. 3. The problem/gap is occurring because areas for remediation are not being identified for corrective instruction, especially in writing instruction and students are not being instructed using culturally relevant teaching. 4. If corrective instruction in areas of weakness as determined by formative assessments and with appropriate culturally relevant teaching strategies would occur, the problem would be reduced by 19%.
State the measureable outcome the school plans to achieve	The percent of black students achieving ELA proficiency will increase from 53% to 57%, as measured by the FSA English/Language Arts Assessment.
Person responsible for monitoring outcome	Christopher Ateek (ateekc@pcsb.org)
Evidence-based Strategy	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. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for African American students. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for African American students. Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. Implement universal screening for gifted identification to expand the number of African American students served within the talent development groups or identified as gifted learners. Implement Restorative Practices throughout the school.
Rationale for Evidence-based Strategy	Overall, ELA proficiency for black students decreases from 61.3% in 2018 to 53% proficient in 2019. These strategies will allow us to increase proficiency for black students in English Language Arts.
Action Step	
Description	1. Move to full implementation of restorative practices and social and emotional learning. 2. Utilize teachable moments as learning opportunities as they arise and as needed throughout the year on restorative practices, social emotional learning, and culturally relevant teaching practices, to help build positive relationships among all students.. 3. Monitor and support staff for implementation of Restorative Practice,

Social Emotional Learning, and Culturally Relevant Teaching with fidelity.
4. Review student and teacher data for trends and performance of black students and next steps for intervention (creation of progress monitoring plans for all African American students).
5. Implementation of instructional strategies from AVID Culturally Relevant Teaching to increase engagement of diverse learners.
6. Provide extended learning opportunities for African American students, including before school, after school, and summer learning opportunities.

Person Responsible   Christopher Ateek (ateekc@pcsb.org)

#8	
Title	School Climate/Conditions for Learning
Rationale	1. Our current level of performance in school-wide behavior is 55 Intervention and Appeals Committee meetings for students violating fundamental guidelines. We expect our performance level to be 50 IAC meetings by Spring 2020. 2. The problem/gap in behavior performance is occurring because students are not part of a culturally relevant learning community in which they maintain positive relationships with teachers and administrators. 3. If teachers and staff focus on building relationships and community among all stakeholders and using restorative practices, SEL, and Culturally Relevant Teaching practices would occur, the problem would be reduced by to a more equitable rate, as evidenced by the number of IAC meetings and office referrals. (include data to validate your hypothesis.) 4. We will analyze and review our data for effective implementation of our strategies by reviewing IAC invitations and student discipline data in biweekly S.B.L.T. meetings.
State the measureable outcome the school plans to achieve	The referral rate per capita of all students being referred to the Intervention and Appeals Committee or receiving office referrals will decrease from 70 IAC Meetings and 40 office referrals to 56 IAC Meetings and 32 offices referrals (20% decrease), as measured by Intervention and Appeal Committee invitations and student discipline data.
Person responsible for monitoring outcome	Christopher Ateek (ateekc@pcsb.org)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	Overall, referral to the Intervention and Appeals Committee remained at 76% proficient from 2018 to 2019. These strategies will allow staff and students to build more positive relationships and reduce the overall number of referrals to the IAC.
Action Step	
Description	1. Madeira Beach Fundamental students will be able to follow the fundamental guidelines and make any necessary adjustments to ensure success in the fundamental program. Restorative practices and culturally responsive instruction will be put in place from the first day of school and are monitored throughout the year. 2. Teachers and staff will focus on building relationships and community among all stakeholders and create a positive, safe culture for the school, while still having safe guards in place when problems arise such as bullying and social issues. 3. The school provides a school-wide positive behavior support system that

offers a reward system that includes Commitment to Character Citizen of the Month breakfast, Manta Money (school wide currency), Recognition Day/Open Court, Positive Behavior Referrals, and an Honor Pass System. These rewards recognize and reward students who are displaying their commitment to character traits, developing their social and emotional capacity, and following the common guidelines as they help to provide a safe, secure, and healthy learning community for all stakeholders.

4. All teachers participate in classroom culture building in order to build relationships and community. During this time, students get to know each other as well as teachers getting to know students. This process continues throughout the school year using community circles and restorative practices. Teachers and students work together using shared decision making to establish classroom community norms and expectations. Throughout the year, community circles (Monday morning meeting) will be held to weekly emphasize a school wide culture of honesty, respect, responsibility, and self-motivation. The increased use of community building circles will help to develop relationships and prevent problem behaviors.

5. Implementation of instructional strategies from AVID Culturally Relevant Teaching to increase engagement of diverse learners.

Person Responsible	Christopher Ateek (ateekc@pcsb.org)

#9	
Title	Attendance
Rationale	1. Our current attendance rate is 7% of students missing more than 10% of school days. We expect our performance level to be 5% of students by May 2020. 2. The problem/gap in attendance is occurring because extenuating circumstances and extending holidays and/or unexcused absences impacted the attendance of our students. 3. If students feel a connection to a culturally relevant school community and appropriate conditions for learning would occur, the problem would be reduced by 2%. 4. We will analyze and review our data for effective implementation of our strategies by student attendance dashboard data.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 7% to 5%, as measured by student attendance dashboard data.
Person responsible for monitoring outcome	Christopher Ateek (ateekc@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	Our attendance rate of 7% of students missing more than 10% of school days remained constant from 2018 to 2019. We will implement these strategies to reduce the number of students attending less than 90% of school days.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Develop and implement attendance incentive programs and competitions. 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 4. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 6.Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 7.Biweekly child study teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending at your school. Utilize the attendance codes for this purpose. 8.Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school. 9.Review in school profiles the Reasons Absence Report and develop

interventions that target trends of why students are absent. If "pending" is the most frequently used code then have an activity to develop processes to find out WHY students are missing school.
10. Utilize attendance letters.
11. Community circles (Monday morning meeting) will be held weekly to foster a sense of community among students and to allow all students voices to be heard as we explore classroom or school successes or issues and build relationships within our school community.
12. AVID Academy will be held throughout the school year to provide an opportunity for middle school students to connect with the school community and for teachers to build relationships with their assigned students.

Person Responsible   Christopher Ateek (ateekc@pcsb.org)

#10	
Title	Family and Community Engagement
Rationale	Our current level of performance is 98% of our families attending monthly meetings, as evidenced by attendance data from PTSA and SAC Meetings. We expect our performance level to be 100% by May 2020. The problem/gap is occurring because families are not aware of meeting opportunities and don't see the value of the meetings in enhancing their child's education. If relevant, timely meetings were offered on a monthly basis, the problem would be reduced by 2%.
State the measureable outcome the school plans to achieve	The percentage of families attending monthly meetings will increase from 98% to 100% as measured by attendance data from PTSA and SAC Meetings.
Person responsible for monitoring outcome	Christopher Ateek (ateekc@pcsb.org)
Evidence-based Strategy	Support staff to effectively communicate with families about their students' progress and school processes/practices. Provide academic tools to families in support of their students' achievement at home. Purposefully involve families with opportunities for them to advocate for their students. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	Family attendance at monthly meetings is a requirement of the fundamental program. However, the current attendance rate of 98%, shows a need to improve communication with families, offerings at the school, and overall engagement of families and the community. These strategies will help increase family and community engagement to 100%.
Action Step	
Description	1. Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards). 2. Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc. 3. Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child a home; share knowledge about their child with teacher. 4. Hold parent/family meetings/webinars to communicate school and classroom processes and procedures. 5. Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. 6. Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy. 7. Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals. 8. Develop and implement activities to build respect and trust between home

and school
9. Utilize focus groups to gather parents and family input for development of school improvement.

Person Responsible   Christopher Ateek (ateekc@pcsb.org)

#11	
Title	Healthy Schools
Rationale	1. Our current level of performance is bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. 2. We expect our performance level to be silver by the May 2020 Alliance for a Healthier Generation, Healthy Schools Program Framework.. 3. The problem/gap is occurring because lack of physical activity beyond the recommended number of minutes, food sold in the cafeteria does not adhere to smart snack guidelines, etc. 4. If our healthy school team monitor the implementation of administrative guidelines for wellness, the problem would be reduced and our school would have a greater opportunity to be eligible for recognition.
State the measureable outcome the school plans to achieve	The number of all students provided with opportunities for physical movement on a daily basis and participation in opportunities for wellness will increase from bronze status to silver status, as measured by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome	Christopher Ateek (ateekc@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to include culturally relevant instructional strategies that facilitate movement in lessons.
Rationale for Evidence-based Strategy	We remained at Bronze status from 2018 to 2019. We would like to improve our Healthy School status by moving to Silver status. This can be accomplished through the implementation of strategies to promote a healthy school environment.
Action Step	
Description	1. Elementary students will be provided with recess, consisting of a minimum of 20 consecutive minutes of unstructured time, on a daily basis 2. Teachers will incorporate culturally responsive instructional strategies that facilitate meaning, models, monitoring, mouth, movement, and music. Movement strategies will facilitate movement, including movement to learning stations, movement after brief chunks of content engagement, and physical movement to respond to questions. 3. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student. 4. Attend district-supported professional development 5. Complete Healthy Schools Program Assessment 6. Complete the SMART Snacks In School Documentation 7. Develop and Implement Healthy School Program Action Plan 8. Update Healthy Schools Program Assessment and Apply for Recognition
Person Responsible	Christopher Ateek (ateekc@pcsb.org)

#12	
Title	Gifted
Rationale	1. Our current level of performance is 73% of our gifted students, grades 3 through 8, scored a level 4 or 5 in English/Language Arts, as evidenced in the Spring 2019 English/Language Arts Florida Standards Assessment. 2. We expect our performance level to be 82% (the state average) by the Spring 2020 English/Language Arts Florida Standards Assessment. 3. The problem/gap is occurring because gifted students are not being properly differentiated for in all subject areas. 4. If differentiation and enrichment opportunities would occur, the problem would be reduced by 9%.
State the measureable outcome the school plans to achieve	The percent of gifted students achieving Level 4 or 5 will increase from 73% to 82%, as measured by FSA ELA data. The percent of gifted students in grades 4 and 5 achieving Level 4 or 5 in ELA, will increase from 64% to 82%, as measured by FSA ELA data.
Person responsible for monitoring outcome	Brooke Crandall (crandallb@pcsb.org)
Evidence-based Strategy	Intentional cluster grouping of gifted students in grades 4 and 5 Support staff to utilize data to differentiate and scaffold instruction to meet the needs of gifted learners. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Our gifted students scoring Level 4 or 5 on the ELA FSA Assessment increased from 71% in 2018 to 73% in 2019, but we are still below the state average of 82%. These strategies will allow us to challenge and enrich our gifted learners, thereby allowing them to reach higher levels of achievement.
Action Step	
Description	1. Cluster group gifted and talented students in 4th and 5th grade so that the process of differentiating is more effective and accessible for gifted learners. 2. 4th and 5th grade teachers obtain the gifted micro-credential so they can better engage gifted learners in complex tasks. 3. Teachers intentionally plan for differentiation (using MAP, cycle assessments, unit assessments, or FSA data) for gifted learners and administrators monitor and provide feedback through monthly Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 4. 4th and 5th grade Teachers intentionally plan for differentiation of elementary gifted modules. 5. Offer professional development opportunities throughout the year, including gifted micro-credential training and encourage staff members to attend professional development on gifted learners.
Person Responsible	Brooke Crandall (crandallb@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part V: Budget						
1	**III.A**	**Areas of Focus: Rigorous Standards-Based Instruction**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2261 - Madeira Beach Fundamental K 8			$3,000.00
			Notes: Academic Support - Instructional Materials			
			2261 - Madeira Beach Fundamental K 8			$500.00
			Notes: Professional Learning and Training - Evidence-based programs, professional development, and technical resources			
			2261 - Madeira Beach Fundamental K 8			$1,500.00
			Notes: Professional Learning and Training - TDEs for Teacher PD			
2	**III.A**	**Areas of Focus: English Language Arts/Reading Goal**				**$0.00**
3	**III.A**	**Areas of Focus: Mathematics Goal**				**$0.00**
4	**III.A**	**Areas of Focus: Science Goal**				**$0.00**
5	**III.A**	**Areas of Focus: Social Studies Goal**				**$0.00**
6	**III.A**	**Areas of Focus: College Career Readiness**				**$0.00**
7	**III.A**	**Areas of Focus: Bridging the Gap Plan (Black Student Achievement)**				**$0.00**
8	**III.A**	**Areas of Focus: School Climate/Conditions for Learning**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2261 - Madeira Beach Fundamental K 8			$1,000.00
			Notes: Student incentives and celebrations			
9	**III.A**	**Areas of Focus: Attendance**				**$0.00**
10	**III.A**	**Areas of Focus: Family and Community Engagement**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2261 - Madeira Beach Fundamental K 8			$500.00
			Notes: Materials for Academic Family Engagement Opportunities			
11	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**

12	III.A	Areas of Focus: Gifted	$0.00
		Total:	$6,500.00