Pinellas County Schools

Sutherland Elementary School

2019-20 School Improvement Plan

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Sutherland Elementary School

3150 N BELCHER RD, Palm Harbor, FL 34683

http://www.sutherland-es.pinellas.k12.fl.us

Demographics

Principal: Kristy Cantu L

Start Date for this Principal: 7/1/2011

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	41%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	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.

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

The Sutherland family works together to provide a successful, quality education in a safe learning environment to prepare each student for college, career and life.

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
Cantu, Kristy	Principal
Principal	
Magoulis, Robert	Assistant Principal
Assistant Principal	
Mazur, Rachel	Teacher, K-12
Teacher, K-12	
Attardo, Melanie	Teacher, K-12
Teacher, K-12	
Conforti-Friedman, Nicole	Teacher, K-12
Teacher, K-12	
Traber, Melissa	Teacher, K-12
Teacher, K-12	
Sparkman, Aimee	Teacher, K-12
Teacher, K-12	
Grandmaison, Jessica	Teacher, K-12
Teacher, K-12	
Berry, Sarah	Instructional Media
Instructional Media	
Matthews, Danielle	Guidance Counselor
Guidance Counselor	
Richter, Amber	Other
Other	
Torro, Denise	Other
Other	

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	88	108	89	75	95	106	0	0	0	0	0	0	0	561
Attendance below 90 percent	0	12	5	6	4	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	9	13	0	0	0	0	0	0	0	24

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	1	1	1	5	0	0	0	0	0	0	0	8

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	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

32

Date this data was collected or last updated

Monday 7/22/2019

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	8	9	9	12	5	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	9	12	10	0	0	0	0	0	0	0	31

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	4	5	0	0	0	0	0	0	0	9

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	78%	54%	57%	69%	50%	56%
ELA Learning Gains	73%	59%	58%	64%	47%	55%
ELA Lowest 25th Percentile	59%	54%	53%	45%	40%	48%
Math Achievement	86%	61%	63%	84%	61%	62%
Math Learning Gains	89%	61%	62%	78%	56%	59%
Math Lowest 25th Percentile	83%	48%	51%	68%	42%	47%
Science Achievement	80%	53%	53%	83%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	88 (0)	108 (0)	89 (0)	75 (0)	95 (0)	106 (0)	561 (0)
Attendance below 90 percent	0 ()	12 ()	5 ()	6 ()	4 ()	6 ()	33 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	3 (0)	5 (0)	9 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	9 (0)	13 (0)	24 (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	77%	56%	21%	58%	19%
	2018	65%	53%	12%	57%	8%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	77%	56%	21%	58%	19%
	2018	72%	51%	21%	56%	16%
Same Grade Comparison		5%				
Cohort Comparison		12%				
05	2019	77%	54%	23%	56%	21%
	2018	71%	50%	21%	55%	16%
Same Grade Comparison		6%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	74%	62%	12%	62%	12%
	2018	79%	62%	17%	62%	17%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	92%	64%	28%	64%	28%
	2018	83%	62%	21%	62%	21%
Same Grade Comparison		9%				
Cohort Comparison		13%				
05	2019	91%	60%	31%	60%	31%
	2018	86%	61%	25%	61%	25%
Same Grade Comparison		5%				
Cohort Comparison		8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	79%	54%	25%	53%	26%
	2018	83%	57%	26%	55%	28%
Same Grade Comparison		-4%				
Cohort Comparison						

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	66	74		79	84	83					
ELL	63	63	58	81	78						
HSP	76	62		85	95	91	70				
MUL	73			91							
WHT	79	75	65	86	88	81	81				
FRL	70	71	54	81	86	81	81				

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	43	53	50	48	61						
ELL	69			86							
HSP	58	45		81	64		77				
MUL	62			92							
WHT	72	70	51	84	82	76	85				
FRL	65	59	38	81	75	57	86				

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	80
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	92
Total Points Earned for the Federal Index	640
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	77
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	73
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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

Hispanic Students	
Federal Index - Hispanic Students	80
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	82
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	81
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	77
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

My L25 ELA subgroup had the lowest performance at 59%. While this was an increase from the previous year, it still remains our lowest point. Contributing factors are lack of continuing exposure to standards, lack of stamina for reading and writing, lack of continuing exposure to rigor of the standards. Another contributing factor is in the lack of understanding on how to teach students with foundational gaps in reading at the intermediate level.

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

Our 3rd grade math scores showed the greatest decline (5 percentage points). We had a teacher new to the grade level that received coaching support, and a teacher who was out on an extended leave of absence due to a personal situation. We also had a large number of students who came into the grade level with gaps in foundational skills.

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

While we do not have a negative gap in any area compared to the state average, my 3rd grade math had the lowest positive gap compared to the state average. We had a teacher new to the grade level that received coaching support, as well as a teacher out on an LOA due to a personal situation. We also had a large number of students who came into the grade level with gaps in foundational skills.

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

While we had significant gains in the majority of areas, our largest improvement was in our L25 Math achievement with a 15 pt increase over the prior year. We implemented an embedded coaching model this year utilizing our MTLI teachers. They were given TDE's to go into classrooms to work with teachers on math discourse and formative assessment. Teachers were also given multiple opportunities to observe highly effective math teachers and meet with the MTLI teachers during PLC's to identify specific areas of need.

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

One potential area of concern for our school is the number of Level 1 students in 4th and 5th grade (22). Another area of concern is the number of students whose attendance fell below 90% (33).

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

1. L25 ELA
2. 3rd Grade math proficiency
3. ELA proficiency
4. Gender achievement gap ELA
5. Science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA-Reading
Rationale	Our current level of performance is 77% proficient, as evidenced in state FSA ELA data. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 13%
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 77% to 90% as measured by the 2020 FSA.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@pcsb.org)
Evidence-based Strategy	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.
Rationale for Evidence-based Strategy	Students will be able to increase their proficiency when they are given the opportunity to increase their stamina for reading and writing and are provided meaningful, timely, and actionable feedback with respect to their current performance and demands of the standard.
Action Step	
Description	1. Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's DOK/Marzano framework and adjust instruction through the use of talk, task, text and student needs 2. Ensure students have ample time every day to practice independently what is taught in reading and writing and scaffold where appropriate, allowing for strategic practice as well as build stamina for longer projects across grade levels and calendar year 3. Teachers analyze tasks using rubrics to determine where students are in relation to the standard and plan for next steps. 4. Teachers monitor and provide specific, actionable feedback to students to support learning 5. Implement research based interventions matched to student deficit and progress monitor bi-weekly through MTSS. 6. Administrators monitor teacher practice and provide specific, actionable feedback to support teacher growth
Person Responsible	Kristy Cantu (cantuk@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 86%, as evidenced in FSA Math data. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 4%.
State the measureable outcome the school plans to achieve	We expect our performance level to increase from 86% to 90% as evidenced by the 2020 FSA.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@pcsb.org)
Evidence-based Strategy	Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning and Number Routines. Support this work through curriculum meetings, PLC's feedback, and/or use of classroom video.
Rationale for Evidence-based Strategy	All teachers will need support in acclimating to the districts new Math program and Dreambox Learning program. With support of instruction teachers will be able to differentiate and scaffold student learning to support student performance at the grade level standards. This work will help us reach our goal of 90% proficiency on FSA math.
Action Step	
Description	1. Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including on-going teacher to teacher feedback, learning walks, and facilitate math professional development 2. Teachers implement daily number routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc) at the start of the math block to increase number sense and flexibility 3. Teachers monitor and provide timely, actionable feedback to students to support learning 4. Administrators monitor teacher practice and provide actionable feedback to support teacher growth 5. Ensure feedback, professional development and PLC's align with key shifts in math and promote strong alignment between standard, target and task utilizing student work samples/rubrics.
Person Responsible	Kristy Cantu (cantuk@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 80%, as evidenced in NGSSS assessment. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	We expect our performance level to be 90% by May 2020 as evidenced in the 2020 NGSSS assessment.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@pcsb.org)
Evidence-based Strategy	Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.
Rationale for Evidence-based Strategy	Our Science data declined by 3 pts this year and based on our analysis students need repeated exposure to key content across grade levels and alignment of instructional strategies across grade levels. With this work our science proficiency scores should increase.
Action Step	
Description	1. Regularly assess (formally/informally) and utilize data to modify and adjust instruction. Utilize the 5th grade diagnostic assessment to identify areas of remediation and enrichment 2. Intentional spiraling of the science curriculum in grades 3 and 4 3. While students are practicing, staff observes, take notes and confer with students in individual or small groups to prove for understanding and provide targeted, actionable feedback 4. Facilitate science professional development through curriculum meetings and PLC's to include utilizing questions to help students elaborate on content. 5. Increase the use of writing in the science block focusing on the use of grade level content vocabulary and journal writing across grade levels 6. Teachers monitor and provide feedback to students to support learning inclusive of the "Confirming the Learning" portion of the instructional model and student conferencing opportunities 7. Grade 4 and 5 participate in unit assessments and add lower performing standards to review plan.
Person Responsible	Kristy Cantu (cantuk@pcsb.org)

#4	
Title	Bridging the Gap-Black Student Achievment
Rationale	Our current level of performance is 0% proficiency (3 students) in ELA as evidenced by FSA. Our current level of performance is 67% proficiency (2 of 3 students a level 3 or above) in Math as evidenced by FSA. The problem/gap is occurring because our black students are not demonstrating mastery of standards at the appropriate level of complexity. If standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 100% in ELA and 33% in Math.
State the measureable outcome the school plans to achieve	We expect our performance levels to be 100% by May 2020 as evidenced by the ELA/Math FSA.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@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.
Rationale for Evidence-based Strategy	There is an achievement gap in learning between our black students compared to their white counterparts in ELA. By continued implementation of culturally relevant instructional practices we expect to close this gap in performance.
Action Step	
Description	1. Teachers differentiate instruction and teach based on best practices for culturally relevant instruction 2. Teachers will handle discipline with the principals of restorative practices, equity and cultural diversity in mind 3. Teachers and administrators will ensure that black students are participating in extended learning opportunities as appropriate. 4. All staff will be trained in Equity based and CRT strategies 5. Administrators will provide actionable feedback based on classroom walk-through
Person Responsible	Kristy Cantu (cantuk@pcsb.org)

#5	
Title	School Climate/Conditions for Learning
Rationale	Our current level of performance in school -wide behavior is 25 referrals.The problem/gap in behavior performance is occurring because students represented in this data lack appropriate social and academic skills to perform successfully in the classroom. If Restorative Practice structures are implemented school-wide, the problem would be reduced by creating classroom cultures that are responsive and inclusive of all learners academic and social needs as evidenced by a decrease in referral data and an increase in positive behavior recognition.
State the measureable outcome the school plans to achieve	We expect our number of referrals to decrease by 20% in all areas by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain positive relationships with all students and create strong classroom communities.
Rationale for Evidence-based Strategy	By establishing and maintaining positive relationships with all students, students will be more engaged and connected to their classroom environment which will decrease the opportunity for off-task and disruptive behavior. With a focus on Restorative Practices students will receive fresh starts, equitable discipline and opportunity to communicate their needs to a classroom teacher or trusted adult on campus.
Action Step	
Description	1. Strengthen the implementation of Restorative Practices in all classrooms and less structured areas of the school (cafe, hallway, recess) 2. Support the implementation engagement strategies that support the development of social and instructional teaching practices 3. Professional Development with a focus on deescalation of student behavior and appropriate positive interventions 4. Monitor all staff for implementation with fidelity and provide actionable feedback 5.
Person Responsible	Kristy Cantu (cantuk@pcsb.org)

#6	
Title	Attendance
Rationale	Our current attendance rate is 95.7% for all students with 9% of students absent 10% or more. The problem/gap in attendance is occurring because of lack of parent understanding and/or placing a higher priority on consistent attendance for their child. If more consistent parent education opportunities would occur, the problem would be reduced by 50%.
State the measureable outcome the school plans to achieve	The percent of students missing 10% or more of school will reduce from 9% to 4.5% as evidenced by School Profiles attendance data.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an on-going basis.
Rationale for Evidence-based Strategy	If we establish an understanding for parents on how student absences are tied to academic success we will see a decrease in the number of students missing 10% or more of school.
Action Step	
Description	1. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes 2. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance (newsletters, messenger calls, website) 4. Review protocol for follow up with families when consistent student absences are occurring 5. Develop and implement attendance incentive programs for students and staff
Person Responsible	Kristy Cantu (cantuk@pcsb.org)

#7	
Title	Family & Community Engagement
Rationale	Over the past several years we have seen a decline in the number of volunteers and support for school events. This decline is due to an increase in the number of working parents in the home, other care givers having responsibility for the student and lack of time or understanding of ways to partner in their child's education.
State the measureable outcome the school plans to achieve	With an increased focus on recruitment of volunteers, and parent education on ways to partner in their child's education we will see an increase in student achievement and continue to strengthen our school community.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@pcsb.org)
Evidence-based Strategy	Effectively communicate with families about their students' progress and school processes/practices.
Rationale for Evidence-based Strategy	By educating families on school processes/practices and sharing information regarding student progress we expect to see an increase in family and community engagement through volunteer opportunities as well as opportunities for families (no matter their schedule) to partner in their child's education.
Action Step	
Description	1. 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 at home, share knowledge with the teacher 2. Provide academic workshops for parents to increase support at home 3. Utilize social media to increase communication with parents
Person Responsible	Kristy Cantu (cantuk@pcsb.org)

#8	
Title	Healthy Schools
Rationale	Our current level of performance 3 out of 6 modules for bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. The problem/gap is occurring because of a lack of prioritization on the part of our staff. If our healthy schools team had consistent implementation our school would have greater opportunity for recognition.
State the measureable outcome the school plans to achieve	We expect our performance level to increase from 3 out of 6 modules to 6 out of 6 modules by May 2020.
Person responsible for monitoring outcome	Robert Magoulis (magoulisro@pcsb.org)
Evidence-based Strategy	To utilize the Healthy Schools Team/Wellness to create strategies that are easy and engaging for staff and students on a monthly basis.
Rationale for Evidence-based Strategy	By focusing on engaging in easy strategies to support healthy lifestyles students and staff will show increased attendance and performance throughout the school year.
Action Step	
Description	1. Re-establish Healthy Schools/Wellness Team 2. Attend district-supported professional development 3. Complete Healthy Schools Program Assessment 4. Develop and implement school program action plan and monthly activities 5. Review participation bi-monthly 6. Update healthy schools program assessment and apply for recognition
Person Responsible	Robert Magoulis (magoulisro@pcsb.org)

#9	
Title	Gender Achievement
Rationale	Our current level of performance is 82% of female learners and 73% of male learners demonstrated proficiency in ELA as evidenced in FSA ELA data. The problem/gap is occurring because instructional strategies in ELA are not addressing the needs of male learners. If additional instructional strategies to engage and support male learners in ELA would occur an increase in ELA proficiency would occur.
State the measureable outcome the school plans to achieve	We expect our performance level to be 90 % proficiency for both female and male learners by May 2020.
Person responsible for monitoring outcome	Kristy Cantu (cantuk@pcsb.org)
Evidence-based Strategy	Strengthen the equitable engagement opportunities for boys
Rationale for Evidence-based Strategy	If teachers intentionally plan for instructional strategies that increase the opportunity for rich authentic cognitive engagement for our male learners we would see an increase in their proficiency level as evidenced on the ELA FSA.
Action Step	
Description	1. Boys and girls participate equally 2. Student engagement and reading identity are tracked and assessed 3. Games are regularly included as a way to provide opportunities for healthy competition. 4. Boys are encouraged to respond in a variety of formats 5. There is regular feedback exchanged between student and teacher 6. Continue to participate in the district Gender Achievement gap pilot with targeted coaching support throughout the school year.
Person Responsible	Kristy Cantu (cantuk@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: ELA-Reading**	**$3,285.00**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	6271 - Sutherland Elementary School	School Improvement Funds		$2,240.00
			Notes: TDE's for teacher professional development. This would encompass all content areas.			
	5100	500-Materials and Supplies	6271 - Sutherland Elementary School	School Improvement Funds		$1,045.00
			Notes: Professional resources to encompass all content areas for teacher growth.			
2	**III.A**	**Areas of Focus: Math**				**$0.00**
3	**III.A**	**Areas of Focus: Science**				**$0.00**
4	**III.A**	**Areas of Focus: Bridging the Gap-Black Student Achievment**				**$0.00**
5	**III.A**	**Areas of Focus: School Climate/Conditions for Learning**				**$0.00**
6	**III.A**	**Areas of Focus: Attendance**				**$0.00**
7	**III.A**	**Areas of Focus: Family & Community Engagement**				**$0.00**
8	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**
9	**III.A**	**Areas of Focus: Gender Achievement**				**$0.00**
					Total:	**$3,285.00**