



School Improvement Plan SY 2018-19

GULF BEACHES ELEMENTARY MAGNET 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

School Improvement Plan 2018 - 19



A. Vision and Direction

School Profile

Principal:	Robert Kalach, Jr.	SAC Chair:	Treena Hoaglan
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School Vision	100% Student Success
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School Mission	Gulf Beaches Elementary Magnet School students learn in a blended technology and project-based environment, focused on academic standards, where the core values of inquiry, research, collaboration, presentation, and reflection are emphasized in all classes.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
347	10	26	39	17	254	1

School Grade	2018: B	2017: B	2016: B	Title I	NO
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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 %
Proficiency All	60	57	75	56	65	57						
Learning Gains All	43	58	64	63								
Learning Gains L25%	35	43	39	41								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Kalach, Jr.	FT	4-10 years
Equity Champion	Natalie	Baker	FT	4-10 years
ESE	Natalie	Baker	FT	4-10 years
ELL	Natalie	Baker	FT	4-10 years
Climate and Culture	Robert	Kalach, Jr.	FT	4-10 years
Curriculum Specialist	Jillian	Black	FT	4-10 years
Magnet Coordinator/Tech	Mitchell	Carney	FT	4-10 years
Total Instructional Staff:	29		Total Support Staff:	14



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 achieving proficiency across subject areas will increase from 60% to 80% as measured by MAP's/FSA.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning, then the percent of all students successfully engaged in rigorous instruction will increase from 60% to 75% as measured by Marzano Observation and ISM data.

3. Priority 3: Project-Based Learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support project-based learning, then the percent of all students engaging in PBL Units and successfully meeting or exceeding mastery of the targeted standards within the units will increase from 60% to 80% as measured by Learning Scales associated with the PBL Units.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor and support instructional implementation of grade level standards to increase student proficiency on MAPs and FSA	<ul style="list-style-type: none"> • Training of standards based lesson planning for rigor • Weekly Grade Level PLC Agendas • Once Monthly SIP/Curriculum Training 	Principal	Curriculum Specialist	Weekly as designated by individual Team	<ul style="list-style-type: none"> • Lesson Plans focused on the rigors of targeted standards • Student Results of Formative Assessments
2.	Tier 3 Problem-solving Team	Priority 1	To immediately address and support the needs of identified struggling students (Academic or Behavior)	<ul style="list-style-type: none"> • Teacher data collection • SBLT and Team review • RtI/MTSS tracking 	MTSS/RtI Coach	Teacher, MTSS/RtI Coach, Parents, Student, Student Services Team	Weekly review of SBLT and as needed based upon individual student need	<ul style="list-style-type: none"> • Tier 3 Support Plan and documentation • Ongoing student data collection
3.	Equity Team	All Priorities	To develop an operational awareness and	<ul style="list-style-type: none"> • Training all staff in Social Emotional 	Equity Champion and RIT	All Staff	Preschool Training, ongoing	<ul style="list-style-type: none"> • Monthly Training Calendar



	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
			create process/strategies that incorporate equitable practices across the school community	Learning concepts and Restorative Practices			Professional Development throughout the school year	<ul style="list-style-type: none"> Attendance/Participation Sign In Logs Higher student achievement results Lower student behavior incidents
4.	Child Study Team	All Priorities	CST	<ul style="list-style-type: none"> Bi monthly Meetings and review of student enrollment/attendance records 	MTSS/RtI Coach	MTSS/RtI Coach, Administrator, Social Worker, Psychologist	Second and Fourth Tuesday of each month	<ul style="list-style-type: none"> SBLT Meeting Minutes Increase in student attendance Increase in student academic achievement
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	To ensure collegial support to all members sharing common responsibilities	<ul style="list-style-type: none"> Monthly Team Level Meetings 	Team Leader	All Team/Level members	Monthly meeting as designated by the individual Team/Level	<ul style="list-style-type: none"> Meeting Minutes Improved Effectiveness of Team/Level members
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	To ensure that appropriate instructional strategies and materials are being implemented to support effective student instruction and engagement	<ul style="list-style-type: none"> Monthly review of SIP 	Curriculum Specialist	All Instructional Staff	Second Wednesday of each month	<ul style="list-style-type: none"> Meeting Minutes Increased Student Achievement
7.	PBIS Team	All Priorities	To promote and support and positive school and learning environment	<ul style="list-style-type: none"> Creations of a Schoolwide PBIS Plan Staff Professional Development 	PBIS Team and RIT	All Staff	Preschool Training Scheduled Dates, Incorporated within the	<ul style="list-style-type: none"> Creation of the PBIS Plan Improved student academic performance Decrease in student



	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
				Trainings			monthly SIP Training on the second Wednesday of each month	behavior incidents
8.	Family Engagement Team	All Priorities	To promote and support the participation of families in the school community	<ul style="list-style-type: none"> Recruitment of PTA members Approved Volunteer Applicants Scheduling of Family Involvement Events across the school year 	All Staff, PTA, SAC, and FINSS	All school community stakeholders	As scheduled throughout the school year	<ul style="list-style-type: none"> Number of scheduled and conducted events Family enrollment/attendance records Number of registered volunteers Number of recorded volunteer hours
9.	Future Innovators Network for Student Success (FINSS)	All Priorities	To promote and support outside partnerships and the Magnet Theme of the school (Innovation and Digital Learning)	<ul style="list-style-type: none"> Creation of a defined and elected FINSS Council and recruited community members 	Principal	Principal, FINS Council Members and Volunteer Participants	Ongoing throughout the calendar year	<ul style="list-style-type: none"> Monthly Meetings Meeting Minutes Participant Enrollment Resources and Funds donated to the school Schedule of sponsored events



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 a 3.1% risk rate per student. We expect our performance level to be 2% by the end of the school year, May 2019.
2. The problem/gap in behavior performance is occurring because our black students have a higher risk ratio (45.5%) for receiving an Office Referral.
3. If we focus on developing and strengthening relationships through the Restorative Practices Framework , the problem would be reduced by greater student teacher relationships and school culture, as evidenced by decreased student referral risk data to 2%. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by adjusting practices as needed based on data outcomes.

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 percent of all students receiving office referrals will decrease from 7% to 5%, as measured by Office Referral 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.
- ☐ Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> Robert Kalach Natalie Baker Jillian Black Melinda Carney 	<ul style="list-style-type: none"> Summer of 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> Natalie Baker 	<ul style="list-style-type: none"> Summer of 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> Robert Kalach Natalie Baker Jillian Black Melinda Carney 	<ul style="list-style-type: none"> Summer of 2018
Conduct learning opportunities: Restorative Practice Strategies (Required 12 hours)	<ul style="list-style-type: none"> Robert Kalack Natalie Baker 	<ul style="list-style-type: none"> Pre school 2018 Monthly SIP Staff



SEL RP Circles <i>Adjust trainings as needed to meet SIP goal</i>	<ul style="list-style-type: none"> Jillian Black Melinda Carney 	PD ongoing through the school year
SBLT review of student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> Robert Kalach Natalie Baker Jillian Black Mitchell Carney Brian Piscalko Alanna Thompson 	<ul style="list-style-type: none"> Every Wednesday
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Robert Kalach Natalie Baker Jillian Black Mitchell Carney Brian Piscalko Alanna Thompson 	<ul style="list-style-type: none"> Monthly Meeting as designated

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 Staff Training (Introductions 6 Hrs)	Principal 29 instructional staff members	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly SIP Development Training	Principal 29 Instructional Staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices- Circles Training (6 hrs)	Principal 29 Instructional Staff members	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Social Emotional Learning	Principal 29 Instructional Staff memebbers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 95.5%. We expect our performance level to be 97% by end of the school year, May 2019.
2. The problem/gap in attendance is occurring because 2% of the total student population accounts for 20% of the overall absence rate.
3. If we better focus targeted supports with the gap percentage of students would occur, the problem would be reduced by 10%.
4. We will analyze and review our data for effective implementation of our strategies by conducting bi monthly CST attendance reviews.

5. SMART GOAL:

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

The percent of all students absent 10 days or more will decrease from 11% to 5%, as measured by student attendance data collected on the 2nd and 4th weeks of the month by the CST team.

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

- ☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
- ☐ Choose Attendance Strategy
- ☐ Choose Attendance Strategy

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	CST	Bi Monthly Meetings
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	Monthly Review/Revision
Develop and implement attendance incentive programs and competitions.	CST	As Needed
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST	As Required based upon need
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	SBLT	Monthly SIP Meeting (2 nd Wednesday of each month)
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Reviewed Bi Monthly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	CST	Reviewed Bi 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
Attendance records and data collection review through Student Profiles monthly	All Instructional Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60% student proficiency, as evidenced in FSA.
2. We expect our performance level to be 70% by the spring administrations of FSA.
3. The problem/gap is occurring because students are not successfully demonstrating mastery of standards based tasks.
4. If greater focus on standards based planning would occur, the problem would be reduced by an increase of 10% or more in student mastery as measured by the FSA.

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 ELA proficiency will increase from 60% to 70%, as measured by FSA.

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

- ☒ Strengthen staff ability to engage students in complex tasks.
- ☒ Strengthen staff practice to utilize questions to help students elaborate on content.
- ☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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?
Professional Development Training on Standards Based Planning for Instruction with rigor.	SBLT	Monthly
Professional Development Training on Student Questioning strategies that promote increased student engagement with rigor.	SBLT	Monthly
Professional Development Training on Teacher Planning for intentional instructional differentiation/scaffolding to support identified students.	Curriculum Specialist/MTSS RtI Coach	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 opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Standards Based Lesson Planning with Rigor	26 Staff Members All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Effective Teacher/Student Questioning strategies	26 Staff Members All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Effective Teacher Planning for instructional differentiation/scaffolding for identified students of need	26 Staff Members All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 75% proficiency, as evidenced in FSA.
2. We expect our performance level to be 80% by the spring administration of FSA.
3. The problem/gap is occurring because only 39% of our Lowest Performing students made learning gains.
4. If the percentage of the identified lowest performing students making learning gains would occur, the problem would be reduced by 25%.

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 in the L25 category making learning gains will increase from 64% to 75%, as measured by the spring administration of FSA.

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

- ☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- ☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- ☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide standards based planning training for all Instructional Staff	Curriculum Specialist	Monthly SIP Meeting
Provide differentiation strategies training for all Instructional Staff	Curriculum Specialist	Monthly SIP Meeting

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

- ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
P.D. for lesson planning utilizing "High Yield Number Routines"	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
P.D. for supporting differentiated instruction using Near Pod, Engage New York	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 65% of students meeting proficiency, as evidenced in SSA.
2. We expect our performance level to be 80% by the spring administration of the SSA.
3. The problem/gap is occurring because 35% of our students did not meet proficiency expectations.
4. If targeted Science instruction with fidelity would occur, the problem would be reduced by 15%.

5. SMART GOALS:

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

The percent of all students meeting proficiency will increase from 65% to 80%, as measured by SSA spring administration.

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

- ☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- ☒ Strengthen staff practice to utilize questions to help students elaborate on content.
- ☐ 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?
Planning Monthly P.D. Trainings for all Instructional Staff	Curriculum Specialist	Monthly SIP Meeting
Monthly Data Review	SBLT	Team Level PLC as designated

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
P.D. for supporting Science Lab Instruction	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is [Click or tap here to enter text.](#), as evidenced in [Click or tap here to enter text.](#)
2. We expect our performance level to be [Click or tap here to enter text.](#) by [Click or tap here to enter text.](#)
3. The problem/gap is occurring because [Click or tap here to enter text.](#)
4. If [Click or tap here to enter text.](#) would occur, the problem would be reduced by [Click or tap here to enter text.](#)

5. SMART GOALS:

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

The [Choose an item.](#) of [Choose an item.](#) students [Click or tap here to enter text.](#) will [Choose an item.](#) from [Click or tap here to enter text.](#) to [Click or tap here to enter text.](#), as measured by [Click or tap here to enter text.](#)

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?

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

- ☐ Priority 1 ☐ Priority 2 ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<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



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 35% in ELA and 39% in Mathematics for our L25 students are meeting learning gains, as evidenced in the spring FSA administration.
2. We expect our performance level to be 60% in ELA and 60% in Mathematics L25 students by the spring 2019 FSA administration.
3. The problem/gap is occurring because L 25 students' academic needs in ELA and Mathematics are not being met.
4. If targeted instructional differentiation would occur, the problem would be reduced by 25% or more.

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 increasing learning gains within the L25 category will increase from 35% in ELA and 39% in Mathematics to 60% in ELA and 60% in Mathematics, as measured by the spring 2019 FSA administration.

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

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

☐ 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?
Conduct Monthly Data Chats	SBLT	Monthly PLC Meeting as designated
Review critical student progress review with the MTSS/Rtl Coach	Teacher	As Needed

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

☒ Priority 1 ☐ Priority 2 ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Utilize our 2 nd grade Footprints Lead Teacher to support Intermediate teachers/students	7 Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
P.D. for all Instructional Staff on properly organizing the ELA and Mathematics instructional block	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 100%, as evidenced in enrollment at GBEMS and through our schoolwide magnet theme.
2. We expect our performance level to be 100% by end of school year, May 2019.
3. The problem/gap is occurring because need for more extended learning opportunities tied to STEM/STEAM with particular focus on increasing opportunities for K-2 students.
4. If we increase the before/after school STEM/STEAM opportunities 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.

The percent of all students participating in extended STEAM/STEAM activities will increase from 5% to 25%, as measured by students attendance/participation logs.

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

- ☒ Strengthen staff ability to engage students in complex tasks.
- ☐ 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?
Open STEM/STEAM clubs for primary students	All Staff	August 2018
Continue offering existing STEM/STEAM Clubs for intermediate students	All Staff	August 2018
Continue IC3 Sparks – Industry Certification for identified students	All Staff	August 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
Staff P.D. for integrating technology into the CORE instruction for all levels	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
With a goal of 100% Staff Certification in IC3 Spark	All Instructional Staff	<input checked="" 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% in ELA and 43% in Mathematics proficiency, as evidenced in 2018 spring FSA administration.
2. We expect our performance level to be 70% in both ELA and Mathematics by the spring 2018 FSA administration.
3. The problem/gap is occurring because students are not successfully demonstrating proficiency on standards based assessments.
4. If greater focus on standards based planning would occur, the problem would be reduced by 40% or greater in student proficiency as measured by FSA.
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 meeting proficiency levels as measured by FSA will increase from 29% in ELA and 43% in Mathematics to 70% in both ELA and Mathematics, as measured by the spring 2018 FSA administration.

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 checked="" type="checkbox"/> 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 black students. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Highest possible student achievement
Student Achievement	<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"/> 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 type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase in the number of black students meeting proficiency on the FSA Increase in black student engagement and increase in number of black students meeting proficiency on the FSA
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Universal Gifted Screening for all Kindergarten students Gifted Screening/Referrals for black students grades 1-5
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 type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Reduction in Office Referral for all black students Increased learning engagement for all black students



Subgroup Goals

School Improvement Plan 2018-19

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"> Targeted academic and behavior supports provided as needed in a timely manner
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Maintain a High Performing Workforce

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?
Review academic and behavior data for all black students	SBLT	Monthly SIP

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
Provide SEL and Restorative Practices Training	All Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Develop individual classroom Behavior Plans	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 27% proficiency on ELA and 19% proficiency on Mathematics, as evidenced in 2018 spring administration of the FSA.
2. We expect our performance level to be 80% by 2019 spring administration of the FSA.
3. The problem/gap is occurring because standards based planning must be in place.
4. If increase the focus on standards based planning would occur, the problem would be reduced by increasing student proficiency to 80% or greater.

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 all students meeting proficiency in ELA and Mathematics will increase from 27% to 80%, as measured by 2019 spring administration of the 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).

☐ 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?
Effectively develop standards based lesson plans that support scaffolding	Classroom Teacher	Ongoing

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
Training for standards based planning with scaffolding with in the instructional block	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 100%, as evidenced in 2018 spring administration of the FSA.
2. We expect our performance level to be 100% by the 2019 spring administration of the FSA.
3. The problem/gap is occurring because None.
4. If maintaining our instructional delivery systems would occur, the problem would be reduced by maintaining our 100% proficiency.

5. SMART GOALS:

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

The percent of all students meeting proficiency will increase from 100% to 100%, as measured by 2019 spring administration of the FSA.

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

- ☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
☐ 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?
Support standards based lesson planning	SBLT	Monthly SIP Training

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
Standards based lesson planning training	All Instructional Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 64% in ELA and 82% for Females, 58% in ELA and 73% in Mathematics for Males, as evidenced in the 2018 spring administration of the FSA.
2. We expect our performance level to be 80% in ELA and 85% for Females, 80% in ELA and 80% in Mathematics for Males by the 2018 spring administration of the FSA.
3. The problem/gap is occurring because there is a need to increase the focus on standards based planning.
4. If greater focus on standards based planning would occur, the problem would be reduced by 40% or greater.

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 all students male and female, will increase from 64% in ELA and 82% for Females, 58% in ELA and 73% in Mathematics for Males to 80% in ELA and 85% for Females, 80% in ELA and 80% in Mathematics for Males, as measured by the 2018 spring administration of the 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 opportunities for Voice & Choice.
☐ 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?
Development of Project Based Learning Units at every grade level	All Instructional Staff	Every Grading Period

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
Lesson Planning and PBL unit creation	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 88% in ELA and 100% in Mathematics proficiency, as evidenced in the 2018 spring administration of the FSA.
2. We expect our performance level to be 100% in ELA and 100% in Mathematics proficiency by the 2019 spring administration of the FSA.
3. The problem/gap is occurring because there is a need to increase the focus on standards based planning.
4. If a greater focus on standards based planning would occur, the problem would be reduced by 22% or greater.

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 meeting proficiency on FSA will increase from 88% in ELA and 100% in Mathematics proficiency to 100% in ELA and 100% in Mathematics proficiency, as measured by the 2019 spring administration of the 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 gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)

☒ Strengthen staff ability to engage students in complex tasks.

☐ 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?
Focus Lesson Planning on rigorous standards based tasks	Gifted Teachers	Weekly

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
P.D. on standards based lesson planning	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input 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"> Maintain School Website Distribute Monthly School Newsletter (Jawsome Journal) Classroom Newsletters Parent Connect Voice Messages Discovery and STEAM Nights Growing Greatness Wall-academic achievement Parent conferences and open lines of communication between families, teachers and administration 	<ul style="list-style-type: none"> Principal Classroom Teachers All Staff Contribute 	<ul style="list-style-type: none"> Daily/Weekly/Monthly as needed/required
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Issue One to One iPads or laptop computers to all students Parent iPad/Laptop training Parent Nights- discovery, STEAM, and FSA nights 	<ul style="list-style-type: none"> All Instructional Staff 	<ul style="list-style-type: none"> August of 2018 Ongoing As scheduled on the school calendar
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Support PTA Membership and Attend events Host Student Led Conference/STEAM Nights each semester 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> As scheduled on the school calendar
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Implement a PCS Volunteer recruitment drive FINSS Committee (school-based) 	<ul style="list-style-type: none"> All Staff FINSS members 	<ul style="list-style-type: none"> August 2018 Monthly FINSS meetings

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
PCS Volunteer applicant process	All Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
High Impact Classroom Family Engagement Training	Roseann Sacino- Classroom teacher Alexandra Owens- Classroom Teacher Rachel Kleser- Classroom Teacher	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Budget and Other Requirements

School I

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Treena	Hoaglan	White	Parent
Ruth	Kisco	White	Parent
Eric	Theis	White	Parent
Chelsea	Nelson	White	Parent
Jillian	Black	White	Other Instructional Employee
Eliza	Suerte	Asian	Teacher
Robert	Kalach	White	Principal
Terri	Finnerty	White	Business/Community
Allaina	Taylor	Black	Parent
Steve	Taylor	Black	Parent
Winnie	Sunquist	White	Parent
Tonya	Elmore	White	Parent
		Select	Choose an item.
		Select	Choose an item.

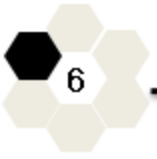
SAC COMPLIANCE

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 and Other Requirements

School I

BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (please list below)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

School I

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