



School Improvement Plan SY 2018-19

NORTH SHORE ELEMENTARY SCHOOL

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Continuous Improvement

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

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

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

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



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

| | | | |
|-------------------|------------------|-------------------|----------------|
| Principal: | Cooper W. Dawson | SAC Chair: | Scott Peterson |
|-------------------|------------------|-------------------|----------------|

| | |
|----------------------|----------------------|
| School Vision | 100% Student Success |
|----------------------|----------------------|

| | |
|-----------------------|--|
| School Mission | The mission of North Shore Elementary is to help students in all subgroups attain their highest achievement in a safe learning environment staffed by highly qualified teachers who will use district expectations and resources to accomplish this mission. |
|-----------------------|--|

School Data

| Total School Enrollment | Ethnic Breakdown: | | | | | |
|-------------------------|-------------------|-------|----------|--------------|-------|-------|
| | Asian | Black | Hispanic | Multi-Racial | White | Other |
| 345 | 9 | 95 | 46 | 15 | 178 | 2 |

| | | | | | |
|---------------------|--------------|--------------|--------------|----------------|-----------|
| School Grade | 2018: | 2017: | 2016: | Title I | NO |
| | | C | C | | |

| 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 | 59 | 51 | 50 | 51 | 70 | 60 | | | | | | |
| Learning Gains All | 57 | 52 | 44 | 48 | | | | | | | | |
| Learning Gains L25% | 68 | 13 | 43 | 17 | | | | | | | | |

| School Leadership Team | | | | |
|-----------------------------------|------------|-------------|-----------------------------|-------------------------|
| Position/Role | First Name | Last Name | FT/PT | Years at Current School |
| Principal | Cooper | Dawson | FT | 4-10 years |
| Equity Champion | Emily | Maker | FT | 1-3 years |
| ESE | Kim | Miccichi | FT | 1-3 years |
| ELL | Donna | Hall | FT | 1-3 years |
| Climate and Culture | Charlotte | Suarez | FT | 4-10 years |
| Math | Jessica | Drouin | FT | 4-10 years |
| ELA | Michelle | Brommelsick | FT | 11-20 years |
| Science | Amy | Kohnle | FT | 11-20 years |
| Wellness | Jessica | Zachariah | FT | 4-10 years |
| Achievement Gap | Kimberly | Miccichi | FT | 11-20 years |
| | | | | |
| | | | | |
| Total Instructional Staff: | | 9 | Total Support Staff: | |



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 55% to 70%

2. Priority 2: Standards-based instruction

Priority 2 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 55% to 70%

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support classrooms focused on student-centered with rigor , then the percent of all students achieving proficiency will increase from 55% to 70%



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 instructional implementation of grade-level standards to increase student FSA proficiency | <ul style="list-style-type: none"> Training in Lesson Planning PD on Student-Centered Instruction with Rigor & Facilitation of Cognitively Complex Tasks | Principal | Assistant Principal | Weekly | <ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales/learning boards Planned and completed student work requiring practice with complex text and its academic language |
| 2. | Tier 3 Problem-solving Team | All Priorities | Increase proficiency levels/learning gains | <ul style="list-style-type: none"> Monthly RTI/MTSS data meetings with grade level teams PD in research-based interventions WTI | AP/Principal | Teachers/VE Resource | Monthly | <ul style="list-style-type: none"> RTI/MTSS data collection tool/spreadsheet |
| 3. | Threat Assessment Team/Site Safety | All Priorities | School Safety | <ul style="list-style-type: none"> Monthly meetings Site Safety Meetings, Threat | AP/Principal | SBLT, Threat Assessment/ Site Safety Teams | Monthly | <ul style="list-style-type: none"> Threat Assessment Team minutes, Site Safety Team minutes |



| | 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 |
|----|---|--------------------|--|---|-------------------------------|---|---------------------|---|
| | | | | Assessment Team meetings | | | | |
| 4. | Child Study Team | All Priorities | Monitor attendance | <ul style="list-style-type: none"> Monitor daily average attendance Identify barriers/supports for students with excessive absences/tardies | Social Worker | Principal, Assistant Principal, Guidance Counselor, DMT | Monthly | <ul style="list-style-type: none"> Focus Reports School Profiles Reports |
| 5. | Grade Level/Specialists Team Leaders | All Priorities | Monitor instructional strategies/implementation | <ul style="list-style-type: none"> Monthly meetings | Principal | Team Leaders | Monthly | <ul style="list-style-type: none"> Team Leader Minutes |
| 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 | Monitor most effective use/implementation of literacy resources, use of referendum funds | <ul style="list-style-type: none"> Bi-Annual Meetings | AP | Instructional Team Members | Each Semester | <ul style="list-style-type: none"> LLT Minutes |
| 7. | PBIS Team | All Priorities | Monitor SWBP and PBIS | <ul style="list-style-type: none"> Implementation of SWBP, Restorative Practices | Behavior Specialist/Principal | PBIS Team | Quarterly | <ul style="list-style-type: none"> Meeting Minutes, STOIC walkthroughs, behavior initiatives/SWBP |
| 8. | SIP Goal Teams (Culture, Math, ELA, Achievement Gap, Science, EWS) | All Priorities | Monitor action steps of SIP for all goals | <ul style="list-style-type: none"> Training in Lesson Planning PD on Student-Centered Instruction with Rigor & Facilitation of Cognitively Complex Tasks, | SIP Goal Managers | Goal managers and committee members | Quarterly | <ul style="list-style-type: none"> Team Minutes Content-area family nights, SIP initiatives |



| | 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 |
|----|------------------------------|--------------------|---|---|------------------|---------------------|---------------------|---|
| | | | | Learning Boards/Scales | | | | |
| 9. | PLC's/Collaborative Planning | All Priorities | Monitor instructional implementation of grade-level standards to increase student FSA proficiency | <ul style="list-style-type: none"> • Training on Lesson Planning Resources, • Weekly instructional reports, • Prep PLC agendas • PD • Data Review/chats • PD on Student-Centered Instruction with Rigor & Facilitation of Cognitively Complex Tasks, Learning Boards/Scales • Review of student-work | Principal/AP | Instructional Teams | Weekly on Mondays | <ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales/learning boards • Planned and completed student work requiring practice with complex text and its academic language |



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 satisfactory as it relates to our previous goal to maintain the level of behavior incidents resulting in referrals. We expect our performance level to be improve through a reduction of discipline referrals by the end of the 2018/19 school year.
2. The problem/gap in behavior performance is occurring because implementation of the SWBP with a committed restorative approach.
3. If fidelity of the implementation of the SWBP and restorative practices would occur, the problem would be reduced by 50%, as evidenced by less than 38 discipline referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing discipline data through SBLT and PBIS meetings and make appropriate decisions based on this data.

5. SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The number of all students receiving discipline referrals will decrease from a total of 76 referrals to less than 38 referrals, as measured by Focus and School Profiles Reports.

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.
- ☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.
- ☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

| Action Steps to implement these strategies | WHO is leading each strategy? | WHEN is it occurring? |
|--|----------------------------------|--------------------------|
| Attend district-led, two-day team training for Restorative Approaches and SEL | • Cooper Dawson | • Summer 2018 |
| Ensure at least one staff member attend and becomes is a certified Trainer of RP | • Emily Maker | • Summer 2018 |
| Develop school-wide roll-out and development plan of RP/SEL. | • Emily Maker/Barbie Paetzold, | • Pre-school PD 2018 |
| Conduct learning opportunities. | • Emily maker | • Ongoing 2018/19 |
| Monitor and support staff for implementation with fidelity. | • Principal/AP, Barbie Paetzold | • Ongoing 2018/19 |



| | | |
|--|--|--|
| Review student and teacher data on weekly basis for trends and next steps. | <ul style="list-style-type: none"> AP/Barbie Paetzold | <ul style="list-style-type: none"> Monthly SBLT meetings & PBIS team meetings |
| Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement Brag Tags | <ul style="list-style-type: none"> AP/Barbie Paetzold | <ul style="list-style-type: none"> Monthly |

8. MONITORING:

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

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

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|---|--|
| Restorative Practices | Barbie Paetzold, Behavior Specialist Kim Dumaine, Guidance Counselor | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Restorative Practices-Train the Trainer | Emily Maker, 1 st Grade Teacher | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Restorative Practices | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Safe Teams PD | Barbie Paetzold, AP/Principal | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 91.0%. We expect our performance level to be increased to 94% by reducing the number of students absent more than 10% of school days.
2. The problem/gap in attendance is occurring because 20% of students are absent more than 10% of enrolled school days.
3. If an increase in the percentage of student attendance would occur, the problem would be reduced by a minimum of 4%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data in SBLT and CST meetings through review of School Profiles and Focus Attendance Reports.

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 missing 10% or more of enrolled school days will decrease from 20% to 16%, as measured by School Profiles and Focus Attendance Reports.

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

- ☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- ☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
- ☐ Choose 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. | DMT | Pre-school PD |
| Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. | Child Study | Bi-weekly |
| Continue the monthly attendance incentive competition and perfect attendance recognition. | Principal/Social Worker | Monthly |
| Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. | Principal/Social Worker | Monthly |
| Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. | Child Study Team | Bi-weekly |
| Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. | Child Study Team/Social Worker | Bi-weekly |
| Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). | Principal | Bi-weekly |

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 |
|-----------------------------------|---|--|
| PSW for Attendance | Cooper Dawson, Principal | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 54% proficiency in grades 3-5, as evidenced in 2018 FSA ELA scores.
2. We expect our performance level to be 70% by 2019.
3. The problem/gap is occurring because implementation/alignment of rigorous/cognitively complex tasks to the Florida Standards at the appropriate taxonomy level.
4. If the level of rigor and frequency of cognitively complex tasks would occur, the problem would be reduced by a greater level of student autonomy and implementation of cognitively complex tasks meeting the full depth of the Florida Standards.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency in grades 3, 4, and 5 will increase from 54% 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.
- ☒ 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.

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 | WHEN |
|--|--|--|
| <p>-Teachers will collaboratively plan and align instruction to meet the Florida Standards for ELA, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening.</p> <p>-Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy and adjust instruction through the use of talk, task, text, and student needs.</p> <p>-Teachers develop rigorous learning goals/scales and Learning Boards based on identified key standards.</p> <p>-Teachers employ instructional methods (ex: shared reading, read-aloud, explicit instruction, multi-media analysis) to introduce new content, review, practice, and deepen knowledge.</p> <p>-Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.</p> | Principal, AP, Michelle Brommel sick-ELA Goal Manager | Weekly collaborative planning sessions, weekly walkthroughs/ observations, weekly review of lesson plans |



| | | |
|--|---|--|
| <ul style="list-style-type: none">-Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking, and listening.-Teachers develop rigorous learning goals and performance scales based on identified key standards.-Teachers will incorporate PBL into ELA with an inclusion of other content areas.-Effective team planning of 'Project Based Learning' units-Teachers provide daily opportunities for students to write over extended time frames (time for research/planning, drafting, reflection, and revision).-Ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects (PBL) across the grade levels as well as the calendar year.-Teachers provide multiple opportunities for students to grapple with vocabulary words across the literacy block, in reading, writing, speaking, and listening.-Teacher/administrators seek out a literacy coach to support content and/or study effective teaching methods for identified areas of need.-Teachers on the ELA committee will collaboratively plan a literacy night and One School One Book parent/child activity after school to promote literacy.- Teachers will start to implement 20-30 mins of independent reading to increase stamina.- Participate in Book Buddies across grade levels to increase fluency, comprehension, & stamina | | |
| <p>Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress</p> <ul style="list-style-type: none">-Actively participate in PLCs and conduct data chats regularly to review student responses to task and plan for instruction based on data.-Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, FACs, and teacher-created informal assessments to monitor student progress.-Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs.-Implement feedback from walkthroughs/observations-Implement Family Literacy Night | Principal, AP, Michelle Brommel sick-ELA Goal Manager | Weekly collaborative planning sessions, weekly walkthroughs/ observations, weekly review of lesson plans |



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 |
|--|--|--|
| Learning Boards & Goals/Scales | Classroom Teachers/Non-instructional staff (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Facilitating Cognitively Complex Tasks | Classroom Teachers (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Marzano Focused Model Training | Administration, all instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous ELA Instruction in ELA | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Data Champions | Instructional Staff (3) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Poynter Institute/Writing Training | Instructional Staff (2) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| ELA Guided Reading Grade 2 | 2 nd Grade Teacher (1) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Book Study | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| School-based Marzano Instructional Strategies PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Culturally Responsive Classrooms | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Micro-Credential Gifted PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47% proficiency in grades 3-5, as evidenced in 2018 Math FSA Scores.
2. We expect our performance level to be 60% by 2019.
3. The problem/gap is occurring because implementation/alignment of rigorous/cognitively complex tasks to the Florida Standards at the appropriate taxonomy level.
4. If the level of rigor and frequency of cognitively complex tasks would occur, the problem would be reduced by a greater level of student autonomy and implementation of cognitively complex tasks meeting the full depth of the Florida Standards.

5. SMART GOALS:

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

The percent of all students achieving proficiency in grades 3, 4, and 5 will increase from 47% 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.)

- ☒ 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? |
|--|---|---|
| <p>Teachers will collaboratively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS).</p> <p>-Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy.</p> <p>-Teachers utilize resources provided on the Elementary Mathematics e-Learn site (Curriculum Guides, Effective Planning Documents, Content Guides, Games Documents, Rich Mathematical Tasks, Learning Goals & Scales/Learning Boards).</p> <p>-Mathematics coaches, teacher leaders, and administrators support teachers in effective unit planning during professional development and PLCs.</p> <p>-Administrators conduct walkthroughs (with and without math coaches) for evidence of manipulative use, quality strategy-based anchor charts, and rigorous task selection.</p> <p>-Administrators observe mathematics lessons and provide feedback.</p> | Principal, AP, Jessica Drouin-Math Goal Manager | Weekly collaborative planning sessions, weekly walkthroughs/observations, weekly review of lesson plans |



| | | |
|--|---|---|
| -Teachers will provide meaningful feedback that encourages growth mindset | | |
| <p>Mathematics teachers utilize data to differentiate and scaffold instruction in order to meet the needs of every student.</p> <p>-Teachers will analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain.</p> <p>-Teachers administer unit assessments in Unify and analyze the data by standard for their class and across the grade level.</p> <p>-Teachers utilize ongoing formative assessment (ex: MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.</p> <p>-Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</p> <p>- Teachers will provide students with additional “7th Hour” activities such as: Mathletes, STEM, Crazy Eights, Challenge Island, etc.</p> <p>- Small committee of teachers will organize a family involvement Math Night during the first semester</p> | Principal, AP, Jessica Drouin-Math Goal Manager | Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, weekly review of lesson plans |
| <p>Teachers will provide opportunities for expanded use of technology both in and out of the classroom to enhance curriculum.</p> <p>-Plickers, Freckle, academic applications (tablets), SMART technology interactive software (SMART Tables)</p> <p>-Use ST Math with consistency, as well as provide appropriate teacher supervision and interaction.</p> <p>-Implement Family Math Night</p> | Principal, AP, Jessica Drouin-Math Goal Manager | Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, weekly review of lesson plans |

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 |
|-----------------------------------|---|--|
| Learning Boards & Goals/Scales | Classroom Teachers/Non-instructional staff (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



Academic Goals

School Improvement Plan 2018-19

| | | |
|---|--|--|
| Facilitating Cognitively Complex Tasks | Classroom Teachers (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Marzano Focused Model Training | Administration, all instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Math Rigorous Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Data Champions | Instructional Staff (3) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Math Teacher Leader Institute | Classroom Teachers (2) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Book Study | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| School-based Marzano Instructional Strategies PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Culturally Responsive Classrooms | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Micro-Credential Gifted PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Coding in the Elementary Classroom | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 63%, as evidenced in SSA results.
2. We expect our performance level to be 75% by 2019.
3. The problem/gap is occurring because proficiency of students in Grades 3 & 4 NGSSS.
4. If increased implementation of What's the Evidence would occur, the problem would be reduced by increased remediation/intervention of previously taught Grade 3 & 4 NGSSS.

5. SMART GOALS:

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

The percent of 5th grade students achieving proficiency will increase from 70% to 75%, as measured by SSA.

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 ? | WHEN is it occurring? |
|---|---------------------|--|
| <p>Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose (10%), Core Science Instruction (70%), and Confirming the Learning (20%)</p> <p>-Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's.</p> <p>-Teachers utilize rigorous scales supporting key standards.</p> <p>-Develop support plans for teachers not exhibiting routine practice of the 10-70-20 instructional model and provide support from school-based mentors or request district science coach support.</p> <p>-Utilize Just in Time Coach for effective planning.</p> <p>-Administrators monitor for consistent routine of instructional model including teacher referring back to Learning Target throughout lesson to connect understanding to learning target.</p> <p>-Monitor the consistent use of the 5E lessons/Student Learning Activity Guides (SLAGS) and provide on-going formative assessments.</p> <p>-Confirm the learning through use of Scales and teacher/student conferencing</p> <p>-Embed Nature of Science activities in fall whole class science projects.</p> | Principal, AP | Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, review of Science Notebooks, weekly review of lesson plans |



| | | |
|--|--|---|
| <p>-Implementing BOAST (Bring On Any Science Test) vocabulary academic gaming strategies.</p> | | |
| <p>Develop and implement a 5th grade standards review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.</p> <p>-Students take Beginning and Mid-Year Diagnostic Assessment.</p> <p>-Teachers use item analysis strategies to review diagnostic data.</p> <p>-Teachers identify lowest performing 3rd and 4th grade standards for Life, Physical, Earth, and Nature of Science.</p> <p>-Teachers develop a plan of differentiation for students prioritizing “bubble” students (students scoring in the high red/low yellow zone on Unify). Teachers will use “Differentiated Resources” section of the curriculum guides to identify instructional support for struggling students and students in need of enrichment. Some supports will include use of the “What’s the Evidence Booklets”, incorporating Science into ELA to support PBL, guided reading groups, Think-Central Digital Lessons and 3rd and 4th grade Fusion lessons for homework.</p> <p>-Implementation of 5th grade science club (2nd semester).</p> <p>-Preview/Review science standards weekly with “Science Question of the Week” on Knightly News morning show. <i>Team Leaders submit questions to Mrs. Gramlich (8/20/18)</i></p> <p>-Implement Fall (December with Concert) Science Fair Showcase: Each class display’s PBL project or Science Fair Project. Suggested Timeline will be introduced prior to the beginning of the school year.</p> <p>-Embed science vocabulary across all content areas.</p> | <p>Principal, AP, Amy Kohnle- Science Goal Manager</p> | <p>Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, review of Science Notebooks, weekly review of lesson plans</p> |
| <p>Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab.</p> <p>-Teachers will adhere to a Science Lab schedule (grades 2-5).</p> <p>-Monitoring of Science Lab through walkthroughs and Pre and Post Tests.</p> <p>-Students will complete the identified progress monitoring assessments, science lab investigations and Citizen Science research and data collection.</p> <p>-Administration will monitor that students are provided the opportunity to complete the full science lab.</p> <p>-Administration will monitor for both pre and post data for each of the five science labs (grades 3-5).</p> | <p>Principal, AP</p> | <p>Weekly collaborative planning sessions, weekly walkthroughs/observations, data chat sessions, review of Science Notebooks, weekly review of lesson plans</p> |



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 |
|--|---|--|
| Learning Boards & Goals/Scales | Classroom Teachers/Non-instructional staff (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Facilitating Cognitively Complex Tasks | Classroom Teachers (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Marzano Focused Model Training | Administration, all instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Book Study | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| School-based Marzano Instructional Strategies PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Ongoing Science Lab Manager Training | Science Lab Managers | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| DWT on Science Scales | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Culturally Responsive Classrooms | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Micro-Credential Gifted PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Bronze status, as evidenced in Alliance for a Healthier Generation's Healthy Schools Program .
2. We expect our performance level to be Silver by 2019.
3. The problem/gap is occurring because diversity and fidelity of wellness initiatives.
4. If an increased initiative in a variety of wellness activities/efforts would occur, the problem would be reduced by a broader base of wellness activities.

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 engaging in wellness efforts Program will increase from 2017/18 to 2018/19 to increase our status from Bronze to Silver, as measured by the modules completed for the Alliance for a Healthier Generation's Healthy Schools.

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? |
|---|--|---|
| <ol style="list-style-type: none"> 1. Walking Club – Teachers, parents, and students will track their walking across the country. 2. Complete the application for Silver Level Recognition, this needs to be monitored from day one. So by the end of the year it's easy to complete. 3. Healthy Snack days in the staff lounge 4. Healthy snack promoted on the morning news. 5. Evaluate snacks in the snack machine and see where we can be healthier. 6. Healthy options for celebrations. Have them posted on website for parents and teachers. 7. Parents will sign the form that lets them know the snack they brought in is not healthy, or put out a list of approved "celebration foods" 8. PTA-sponsored Turkey Trot to support our healthy school initiative. | Principal, AP, Jessica Zachariah-Wellness Goal Manager | Monthly through Wellness Team meeting minutes |



| | | |
|--|--|--|
| 9. Boosterthon "Fun Run" for students to help raise money for the school. | | |
| 10. Schoolwide monthly Health and Fitness trait presented on Knightly Morning News. (Similar to Citizen of the Month with character traits.) | | |

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 |
|---|---|--|
| Wednesday Wellness Minutes | Students and Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Wellness PD (introduction of SELF & ongoing bi-monthly Wellness PD) | NSE Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is academic gains of 65% (ELA) & 43% (Math) for L25 students, as evidenced in 2018 FSA scores.
2. We expect our performance level to be increased toward greater proficiency and gains by 2019.
3. The problem/gap is occurring because proficiency in foundational prerequisite skills to meet demands of current grade level standards in math and ELA.
4. If continued interventions focusing on deficient foundational skills in ELA and math would occur, the problem would be reduced by a greater percentage of students scoring above a level 1 or through academic gains as measured by FSA.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving Level 1 in ready will decrease from 15% to 8%, as measured by FSA.

The percent of all students achieving a Level 1 will decrease from 21% in ELA and 39% in Math to 16% in ELA and 30% in Math, as measured by FSA.

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? |
|--|------------------------------|--|
| <p>ELA</p> <p>-Teachers use state assessments, district-provided assessments, Formative Assessment Checks, and teacher-created informal assessments to monitor L25 student progress and make instructional decisions based on data.</p> <p>-Teachers meet in PLC's/Collaborative Planning and conduct monthly data chats to review L25 student data.</p> <p>-Teachers utilize Jan Richardson's Guided Reading Routine/IRLA (as well as other small group methods) to meet the unique needs of students.</p> <p>-Teachers utilize Istation (web-based program, reports, recommended minutes) as a way to differentiate instruction and monitor student progress.</p> <p>-ISIP and on-demand Istation assessments will be administered and student progress monitored.</p> <p>-Monthly Running Records will be administered to monitor student progress.</p> | Principal, AP | Weekly Collaborative Planning/PLC's, Data Chats, MTSS/RTI Meetings, SBLT |



| | | |
|--|---------------|--|
| <p>-Teachers meet frequently with students in one-to-one conferences to support students' individual needs.</p> <p>-Regardless of the differentiation or intervention, teachers ensure engagement is a top priority, instruction is responsive, and the child has considerable time to apply what is being taught.</p> <p>-Implementation of Walk-to-Intervention</p> | | |
| <p>MATH</p> <p>-Teachers use state assessments, district-provided assessments, Formative Assessment Checks, and teacher-created informal assessments to monitor L25 student progress and make instructional decisions based on data.</p> <p>-Teachers meet in PLC's/Collaborative Planning and conduct monthly data chats to review L25 student data.</p> <p>-Teachers will analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain.</p> <p>-Teachers administer unit assessments in Unify and analyze the data by standard for their class and across the grade level.</p> <p>-Teachers utilize ongoing formative assessment (ex: MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.</p> <p>-Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</p> <p>-Use of SMART Tables</p> <p>- Intermediate grades will start an additional math intervention group during time when other students are pulled out for Chorus (1 time a week)</p> <p>-Grade level teams will differentiate math groups based on ability level in a Walk 2 Intervention style three to five times a week</p> | Principal, AP | Weekly Collaborative Planning/PLC's, Data Chats, MTSS/RTI Meetings, SBLT |
| | | |

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 |
|-----------------------------------|---|--|
| ST Math PD | All instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



Academic Goals

School Improvement Plan 2018-19

| | | |
|---|--|--|
| Learning Boards & Goals/Scales | Classroom Teachers/Non-instructional staff (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Facilitating Cognitively Complex Tasks | Classroom Teachers (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Marzano Focused Model Training | Administration, all instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous Math Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous ELA Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Data Champions | Instructional Staff (3) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Math Teacher Leader Institute | Classroom Teachers (2) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Book Study | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| School-based Marzano Instructional Strategies PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Culturally Responsive Classrooms | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 35% proficiency in Grades 3-5, as evidenced in FSA ELA scores.
2. We expect our performance level to be 50% proficiency by 2019.
3. The problem/gap is occurring because 35% of our Black students in Grades 3-5 are lacking foundational skills required by the demands of the standard at their current grade level, thus scoring in the L25 range .
4. If daily small group interventions would occur, the problem would be reduced by 15%.

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 achieving ELA proficiency will increase from 35% proficiency to 50% proficiency, as measured by FSA.

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

| BTG Area | Strategies | Expected Impact and Results |
|---------------------|---|---|
| Graduation Rate | <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy | |
| Student Achievement | <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. | <ul style="list-style-type: none"> Increased teacher proficiency in culturally relevant strategies and research-based interventions (JRGR, IRLA) to impact proficiency levels for our Black students. Monitoring of Black student data through Demographic Data Collection Chart to track progress. |
| Advanced Coursework | <input checked="" type="checkbox"/> Choose Strategy <input checked="" type="checkbox"/> Choose Strategy <input checked="" type="checkbox"/> Choose Strategy | <ul style="list-style-type: none"> Teachers plan for and organize students to engage in rigorous and cognitively complex tasks. Teachers provide guidance to groups as they process and learn together. Teachers use questioning techniques at the appropriate taxonomy level |
| Student Discipline | <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Conduct monthly discipline disparity/restorative practices training with school administrators. | <ul style="list-style-type: none"> Decreased disciplinary incidents Implementation of RP throughout school |
| 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. | <ul style="list-style-type: none"> More closely monitored evaluation process |



Subgroup Goals

School Improvement Plan 2018-19

| | | |
|-----------------|--|---|
| | <input type="checkbox"/> Choose an item. <input type="checkbox"/> Choose Strategy | |
| Minority Hiring | <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy | • |

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

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

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|--|--|
| -Track Black student ongoing academic data through Demographic Data Collection Chart. -Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources. -Identify and monitor the number of black students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs. -North Shore will reinstate its monthly STEP Club for Black Students' scoring at a level 3+ on the FSA in grades 4 and 5. -Bus transportation from after school tutoring will be offered. -Mentor/lunch buddy program -Girlfriends Club | Kim Miccichi, Achievement GAP Goal Manager, Principal, AP | SIP Team bi-monthly minutes, monthly data chats, MTSS/RTI data chats |
| Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress -Actively participate in PLCs and conduct data chats regularly to review ESE student responses to task and plan for instruction based on data. -Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, FACs, and teacher-created informal assessments to monitor ESE student progress. -Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs. -Implement feedback from walkthroughs/observations | Kim Miccichi, Achievement GAP Goal Manager, Principal, AP | SIP Team bi-monthly minutes, monthly data chats, MTSS/RTI data chats |



Subgroup Goals

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

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|--|--|
| Culturally Responsive Classrooms | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Learning Boards & Goals/Scales | Classroom Teachers/Non-instructional staff (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Facilitating Cognitively Complex Tasks | Classroom Teachers (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Marzano Focused Model Training | Administration, all instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous Math Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous ELA Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Data Champions | Instructional Staff (3) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Math Teacher Leader Institute | Classroom Teachers (2) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Book Study | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| School-based Marzano Instructional Strategies PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Micro-Credential Gifted PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 45% proficiency in Grades 3-5, as evidenced in FSA ELA scores.
2. We expect our performance level to be 55% by 2019.
3. The problem/gap is occurring because 55% of our ESE students in Grades 3-5 are lacking foundational skills required by the demands of the standard at their current grade level, thus scoring in the L25 range .
4. If continued VE support through push-in and pull-out would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of ESE students achieving ELA proficiency will increase from 45% to 55%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*
 - ☒ Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
 - ☒ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
 - ☒ Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|---|--|
| -VE Resource teachers and classroom teachers will work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE). *Plan intentionally for specially designed instruction to address IEP goals and grade level standards. *Provide for ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student. *Collaborate with students' IEP teams and related service providers to deliver differentiated instruction that is aligned to grade-level standards and/or IEP goals. *Utilize students' IEP teams and related service providers across settings to ensure students receive the data-driven accommodations and modifications. *Use evidence-based practices for students with disabilities to teach foundational literacy skills as a pathway to grade level work. *Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. | Kim Miccichi-Academic Achievement Team Manager, Principal, AP | SIP Team bi-monthly minutes, monthly data chats, MTSS/RTI data chats |



Subgroup Goals

| | | |
|---|--|--|
| <p>*Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.</p> <p>-Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade-level content.</p> <p>*Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and Individualized Education Plan (IEPs)</p> <p>*Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology.</p> <p>*Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.</p> <p>*Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication.</p> <p>*Break down complex instructions and skills for students into smaller tasks.</p> <p>*Create an inclusive learning environment that celebrates students' unique talents as well as needs!</p> <p>-Ensure that students requiring ESE services receive the supports they need to do the thinking.</p> <p>*Provide students with opportunities to work diligently to promote their independence by gradually reducing supports so that students no longer rely on them, or become self-sufficient in replicating them.</p> <p>*Gradually fade supports to promote student independence.</p> <p>-Ensure that students requiring ESE services have an advocate for their academic, social, and emotional needs.</p> <p>Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery.</p> <p>*Provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs, and progress towards short and long-term goals.</p> <p>*Teach executive functioning and self-determination skills to enhance organization and self-advocacy.</p> <p>*Promote student independence by teaching, modeling and practicing social and life skills.</p> <p>*Teach rules and expectations and then provide opportunities for students to show understanding by monitoring own behavior and/or by responding to positive behavior supports and interventions.</p> <p>*Implement Positive Behavior Intervention Plans (PBIPs) that consider the function of students' behavior.</p> <p>*Use positive behavior supports including individual, class-wide and school-wide behavior plans.</p> <p>*Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation.</p> <p>*Teach, model, and practice assertive communication skills to support students' ability to advocate for their needs</p> | | |
|---|--|--|



Subgroup Goals

School Improvement Plan 2018-19

| | | |
|---|--|---|
| <p>-ESE teachers and associates will share best practices in ESE inclusion strategies at PLC meetings for teachers to implement.</p> <p>-ESE students will be given priority to join extra-curricular activities offered both after school and during school (i.e. Chorus/Band).</p> <p>-ESE students will be invited to after-school tutoring programs</p> | | |
| <p>Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress</p> <p>-Actively participate in PLCs and conduct data chats regularly to review ESE student responses to task and plan for instruction based on data.</p> <p>-Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, FACs, and teacher-created informal assessments to monitor ESE student progress.</p> <p>-Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs.</p> <p>-Implement feedback from walkthroughs/observations</p> | <p>Kim Miccichi, Achievement GAP Goal Manager, Principal, AP</p> | <p>SIP Team bi-monthly minutes, monthly data chats, MTSS/RTI data chats</p> |

2. MONITORING:

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

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

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|---|--|
| Culturally Responsive Classrooms | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Learning Boards & Goals/Scales | Classroom Teachers/Non-instructional staff (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Facilitating Cognitively Complex Tasks | Classroom Teachers (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Marzano Focused Model Training | Administration, all instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous Math Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous ELA Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



Subgroup Goals

School Improvement Plan 2018-19

| | | |
|--|-------------------------|--|
| Data Champions | Instructional Staff (3) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Math Teacher Leader Institute | Classroom Teachers (2) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Book Study | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| School-based Marzano Instructional Strategies PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Micro-Credential Gifted PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 7% proficiency in Grades 3-5 , as evidenced in FSA ELA scores.
2. We expect our performance level to be 10% proficiency by 2019.
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 ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students achieving ELA proficiency will increase from 7% to 12%, as measured by FSA.

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

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 leadin?g | WHEN is it occurring? |
|--|--------------------|-----------------------------|
|--|--------------------|-----------------------------|



Subgroup Goals

| | | |
|--|--|---|
| <p>-ELLs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards, while being supported in developing and using authentic language.</p> <p>*Provide opportunities for professional learning that build the capacity of teachers to plan effective lessons that engage ELLs and advance learning and language proficiency across the curriculum</p> <p>*Monitor the implementation of effective lessons that engage ELLs and advance learning and language proficiency across the curriculum and provide ongoing feedback</p> <p>*ESOL and classroom teachers collaborate to bridge grade-level work with development and use of academic language throughout the day, so that language development is integrated seamlessly into content-area instruction</p> <p>*Teachers explicitly teach and develop the language of the content area. This may include vocabulary and/or specific language patterns, language forms, etc.</p> <p>*Teachers model academic, high-level English, and encourage ELs to respond and communicate their own thinking using discipline-specific language</p> <p>*ELLs participate in multiple and meaningful structured activities and tasks that require interaction with others and the use of increasingly complex language</p> <p>-Instruction for ELLs is based on ELLs' current language proficiency levels and the WIDA Can Do Approach Matrix.</p> <p>*Provide opportunities for professional learning on the use of the WIDA Can Do Approach for all teachers</p> <p>*Monitor the use of Can Do Name-charts in instructional planning and practice of all classroom teachers to ensure that the instruction matches the needs of ELLs and the scaffolds provide an appropriate "entry point" for the ELLs to access the grade-level content and provide timely feedback</p> <p>- Ensure that ELLs are participating in ELP opportunities through recruitment and targeted resources.</p> <p>-Monthly cross-grade level PLC for reading and math small groups for intermediate ELL students who have not yet mastered the alphabet or basic reading skills.</p> <p>-The Culture Committee will begin a student-led Multicultural Club that meets monthly to explore cultures and share with the school.</p> <p>-Refugee advocates will be included in communication from school.</p> <p>-Book drive for Jamestown Apartments</p> | <p>Kim Miccichi-Academic Achievement Team Manager, Principal, AP</p> | <p>SIP Team bi-monthly minutes, monthly data chats, MTSS/RTI data chats</p> |
| <p>Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress</p> <p>-Actively participate in PLCs and conduct data chats regularly to review ELL student responses to task and plan for instruction based on data.</p> <p>-Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, FACs, and teacher-created informal assessments to monitor ELL student progress.</p> | <p>Kim Miccichi, Achievement GAP Goal Manager, Principal, AP</p> | <p>SIP Team bi-monthly minutes, monthly data chats, MTSS/RTI data chats</p> |



Subgroup Goals

| | | |
|---|--|--|
| -Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs. | | |
| -Implement feedback from walkthroughs/observations | | |

8. MONITORING:

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

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

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|---|--|
| Culturally Responsive Classrooms | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Learning Boards & Goals/Scales | Classroom Teachers/Non-instructional staff (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Facilitating Cognitively Complex Tasks | Classroom Teachers (15), Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Marzano Focused Model Training | Administration, all instructional staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous Math Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Supporting Rigorous ELA Instruction for School Leaders | Administration | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Data Champions | Instructional Staff (3) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Math Teacher Leader Institute | Classroom Teachers (2) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Book Study | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| School-based Marzano Instructional Strategies PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Micro-Credential Gifted PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 46% ELA Male proficiency, as evidenced by FSA Data.
2. We expect our performance level to be 60% by June 2019.
3. The problem/gap is occurring because lack of providing instructional materials to meet the needs of male students.
4. If resources were utilized for male students, the problem would be reduced by 14%.

5. SMART GOALS:

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

The percent of male students achieving ELA proficiency will increase from 46% to 60%, as measured by FSA Data.

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

- ☒ Invest in classroom libraries built with student interest in mind.
- ☒ Teachers utilize culturally relevant teaching.
- ☒ Explicitly address the socio-emotional development of boys.

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? |
|--|------------------------------|--------------------------|
| Set up classroom library to include a variety of literature to interest male students. | Classroom Teachers | August |
| Strengthen the equitable engagement opportunities for boys. | Classroom Teachers | August-April |
| Ongoing culturally relevant teaching PD | Equity Team | September -April |

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): ☒ Priority 1 ☒ Priority 2 ☐ Priority 3

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

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|---|--|
| Culturally Relevant Teaching PD | Teachers | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Gender Differentiated Instruction | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Training /Resources for Teaching Books /Technology/Magazines | Media Specialist | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 63% ELA Learning Gains, as evidenced in FSA ELA scores in Grades 4 & 5.
2. We expect our performance level to be increased by 27%.
3. The problem/gap is occurring because there is a need for greater implementation/alignment of rigorous/cognitively complex tasks to the Florida Standards at the appropriate taxonomy level.
4. If the level of rigor and frequency of cognitively complex tasks would occur, the problem would be reduced by the gifted students attaining enrichment to further stimulate growth and academic gains.

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 gifted students achieving learning gains will increase from 63% to 90%, as measured by FSA.

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

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? |
|--|------------------------------------|--|
| Gifted students will participate daily in pull-out gifted instruction with the Gifted teacher. | Tracey Leskanic, Gifted Teacher | Daily |
| The Gifted teacher will support the General Education teachers through collaboratively planning and offer strategies/resources to support a differentiated learning environment for gifted students in the Gen. Ed. setting. | Gifted/Gen. Ed. Teachers | Bi-monthly |
| Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress -Actively participate in PLCs and conduct data chats regularly to review Gifted student responses to task and plan for instruction based on data. -Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, FACs, and teacher-created informal assessments to monitor Gifted student progress. -Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs. -Implement feedback from walkthroughs/observations | Tracey Leskanic, Principal, AP | SIP Team bi-monthly minutes, monthly data chats, MTSS/RTI data chats |



Subgroup Goals

School Improvement Plan 2018-19

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 |
|-----------------------------------|---|--|
| Micro-Credential Gifted PD | Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

| Engagement Strategy Area | Specific Actions to implement these strategies | WHO is leading each strategy? | WHEN is it occurring? |
|---|--|---|---|
| 1. Effectively communicate with families about their students' progress and school processes/practices. | <p>Conduct data chats with parents/students to discuss student progress (FSA score), MAP, Grade-level standards). Opportunities to discuss school-wide behavior plan: restorative practice PBIS,SEL.</p> <p>Utilize social media to increase communication with parents; PCS family Engagement APP; Messenger, Class DOJO Facebook, School's web-site, Twitter, etc.</p> <p>Parent/family meetings to communicate school and classroom processes and procedures.</p> | <p>Administration and Classroom Teachers</p> <p>Principal, Classroom Teachers</p> <p>Classroom Teachers and Administration</p> | <p>August-April</p> <p>July- May</p> <p>August-April</p> |
| 2. Provide academic tools to families in support of their students' achievement at home. | <p>Streamline family engagement efforts that are result-oriented (linked to learning), learn new tips to support their child at home; share knowledge about their child with teacher.</p> <p>Provide academic family nights for parents to increase student support at home.</p> <p>Provide families/parents with academic tools/resources on a regular basis.</p> | <p>Classroom Teachers, Administration, Guidance Counselor</p> <p>SIP Goal Managers/Committees, Administration</p> <p>Classroom teachers</p> | <p>August-April</p> <p>August-April</p> <p>August-April</p> |
| 3. Purposefully involve families with opportunities for them to advocate for their students. | <p>Provide parents/families opportunity to attend workshops and trainings, join organizations (PTA) that promote parent advocacy.</p> <p>Utilize student services to provide families/parents, and students</p> | <p>PTA President-Laura Hines, SAC Chair-Scott Peterson, Administration</p> <p>Community Liaison- Valerie Gervais, Guidance</p> | <p>August-April</p> <p>August-April</p> |



| | | | |
|---|---|--|---|
| | with resources, tools, triage support, outside agencies referrals. | Counselor-Kim Dumaine, Social Worker-Caroline Centner-Conlon | |
| 4. Intentionally build positive relationships with families and community partners. | <p>Develop and implement activities to build respect and trust between home and school. Conduct home visits to increase relationships between teacher and family/parent.</p> <p>Increase positive interaction with parents/families on a regular basis.</p> <p>Utilize focus groups to gather parents and family input for development of school improvement plan</p> | <p>Social Worker-Caroline Centner-Conlon, Guidance Counselor-Kim Dumaine, Administration</p> <p>Front office staff, Community Liaison-Valerie Gervais.</p> <p>Administration</p> | <p>August-April</p> <p>August-May</p> <p>July-May</p> |

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 |
|-----------------------------------|---|--|
| Equity Champions Training | Social Worker, Guidance Counselor, Community Liaison, Behavior Specialist | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



SAC Membership

| First Name | Last Name | Race | Stakeholder Group |
|------------|------------|----------|------------------------------|
| Cooper | Dawson | Black | Principal |
| Donna | Hall | White | Other Instructional Employee |
| Debbie | McAfee | White | Teacher |
| Jaime | Copeland | Black | Teacher |
| Sherry | Capobianco | White | Parent |
| Laura | Hine | White | Parent |
| Marci | Emerson | White | Business/Community |
| Renee | Macon | Black | Support Employee |
| Christy | Martin | Multi | Parent |
| Stacey | Ramirez | Hispanic | Parent |
| Charlotte | Suarez | Hispanic | Teacher |
| Marianne | Hillyer | White | Parent |
| Andrea | Papagalos | White | Parent |
| Scott | Peterson | White | Parent |
| Tiffany | Walker | Black | Teacher |
| Rick | Tra | Asian | Parent |

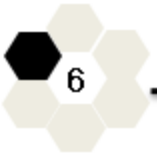
SAC COMPLIANCE

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: 8/22/2018 ☐ No



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

| Budget Categories | | Amount |
|-------------------|---|---------------------------------|
| 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 | \$ 820.00 |
| | Brag Tags | \$820.00 |
| | [Describe each support on a separate row] | [Insert Amount] |
| 3. | Materials and Supplies | \$ \$820.00 |
| | Classroom Instructional Materials | \$820.00 |
| | [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] |
| | [Describe each on a separate row] | [Insert Amount] |
| TOTAL | | \$ 1640.00 |