

2018-19

Continuous Improvement Plan Ruth N. Upson Elementary



Every School
Every Classroom
Every Student
Every Day



Effective Leaders

Performance: n/a

Strategic Plan Alignment:

Intentional Focus on Student Achievement & Well-being
Develop & Retain High Performing Team Members
Ensure Effective, Equitable, and Efficient Use of Resources Aligned to
Improved Student Outcomes

About

In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- Practice shared leadership
- Set high goals for quality instruction
- Maintain mutually trusting and respectful relationships
- Support professional advancement for faculty and staff
- Manage resources for sustained program improvement

Needs Assessment

Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Instructional Planning for Student Growth Domain	8.41 out of 10	9.50 out of 10	9.52 out of 10
TNTP Insight Survey	Career Progression Domain	n/a	n/a	8.95 out of 10
TNTP Insight Survey	Leadership Domain	8.12 out of 10	9.50 out of 10	9.74 out of 10

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

Alignment

AdvancED

School Performance Standards

- Domain 1: Leadership Capacity
 - Standard 1.1
 - Standard 1.3
 - Standard 1.6
 - Standard 1.7
 - Standard 1.9
 - Standard 1.10
- Domain 2: Learning Capacity
 - Standard 2.6
- Domain 3: Resource Capacity
 - Standard 3.2
 - Standard 3.3
 - Standard 3.6
 - Standard 3.7
 - Standard 3.8

School Quality Factors

- Clear Direction
- Healthy Culture
- High Expectations
- Resource Management
- Implementation Capacity

Evaluation Tools

CAST

- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Florida Principal Leadership Standards

- Domain 2: Instructional Leadership
 - Standard 3
 - Standard 4
 - Standard 5
- Domain 3: Organizational Leadership
 - Standard 6
 - Standard 7
 - Standard 8
 - Standard 9



Collaborative Teachers

Performance: n/a

Strategic Plan Alignment:
Develop & Retain High Performing Team Members

About

In schools with strong collaborative teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- Active partners in school improvement
- Committed to the school
- Focused on the professional development

Needs Assessment

Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Peer Culture Domain	8.24 out of 10	9.44 out of 10	9.71 out of 10
TNTP Insight Survey	Professional Development Domain	n/a	n/a	9.349999999999996 out of 10
Gallup Q12	Q05. My supervisor, or someone at work, seems to care about me as a person.	4.50 out of 5	4.76 out of 5	4.86 out of 5
Gallup Q12	Q06. There is someone at work who encourages my development.	4.39 out of 5	4.59 out of 5	4.81 out of 5
Gallup Q12	Q09. My associates or fellow employees are committed to doing quality work.	4.49 out of 5	4.68 out of 5	4.73 out of 5
Gallup Q12	Q10. I have a best friend at work.	4.17 out of 5	4.52 out of 5	4.56 out of 5

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

Alignment

AdvancED

School Performance Standards

- Domain 1: Leadership Capacity
 - Standard 1.2
 - Standard 1.3
 - Standard 1.8
 - Standard 1.9
- Domain 2: Learning Capacity
 - Standard 2.6
 - Standard 2.7
 - Standard 2.8
 - Standard 2.9
 - Standard 2.11
- Domain 3: Resource Capacity
 - Standard 3.1
 - Standard 3.2
 - Standard 3.3
 - Standard 3.6

School Quality Factors

- Healthy Culture
- High Expectations
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

Evaluation Tools

CAST

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Florida Principal Leadership Standards

- Domain 2: Instructional Leadership
 - Standard 4
 - Standard 5
- Domain 3: Organizational Leadership
 - Standard 7
 - Standard 8



Involved Families

Performance: n/a

Strategic Plan Alignment:
Sustain Engagement of Parents, Caregivers, & Community

About

In schools with involved families, the entire staff builds strong external relationships. Such schools:

- See parents as partners in helping students learn
- Value parents' input and participation in advancing the school's mission
- Support efforts to strengthen its students' community resources

Needs Assessment

Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
DCPS Parent Survey	My child's school is good about staying in touch with me.	4.48 out of 5	4.65 out of 5	4.59 out of 5
DCPS Parent Survey	I receive regular updates from the teacher(s) on my child's progress.	4.36 out of 5	4.58 out of 5	4.46 out of 5
DCPS Parent Survey	I receive information on what I can do at home to help my child with learning and/or behavior needs.	4.40 out of 5	4.60 out of 5	4.35 out of 5
DCPS Parent Survey	There are different ways I can be involved with the school, either at the school building, at home, or in the community.	4.37 out of 5	4.48 out of 5	4.48 out of 5
DCPS Parent Survey	I am invited to meetings so I can learn about what is going on in the school.	4.38 out of 5	4.52 out of 5	4.47 out of 5
DCPS Parent Survey	My child's teacher(s) hold high expectations for my child.	4.52 out of 5	4.62 out of 5	4.51 out of 5
DCPS Parent Survey	My child receives the academic support needed to meet his/her individual needs	4.43 out of 5	4.56 out of 5	4.44 out of 5
DCPS Parent Survey	My child receives high-quality instruction from his or her teacher(s)	4.44 out of 5	4.58 out of 5	4.48 out of 5
DCPS Parent Survey	My child's school is a safe place to learn.	4.34 out of 5	4.60 out of 5	4.67 out of 5
DCPS Parent Survey	My child's school respects all cultures & diversity.	4.40 out of 5	4.64 out of 5	4.60 out of 5
DCPS Parent Survey	My child's school is a friendly environment for students, parents, and families.	4.40 out of 5	4.63 out of 5	4.55 out of 5

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

Previous Year Financial & Programmatic Outcomes

Previous Year Financial & Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
3,328	1574.71	1753.29
<p>If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year</p> <p>Funds for food for events were not spent due to timelines and strict requirements. We will use parent input to ensure that all funds are spent this year. 7</p>		

Programmatic Overview from the Previous Fiscal Year

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room <i>(Must be documented on the Resource Room Sign in Sheet)</i>	Total Resources Checked Out from the Parent Resource Room	Comments <i>(include inventory that was not returned, non-functioning resource rooms, or any other information pertaining to the effectiveness of the parent involvement resource room)</i>
7	5	All inventory was returned to the Parent Resource Room.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual Meeting	10	Parent participation sheets with feedback.
Developmental Meeting	3	Parent participation sheets with feedback.
Literacy Night	65	Parent participation sheets with feedback.
Mindsets for Parents Part 1	11	Parent participation sheets with feedback.
Mindsets for Parents Part 2	10	Parent participation sheets with feedback.
Transition to middle school	17	Parent participation sheets with feedback.

Barriers to Parental Involvement

Using previous year financial and programmatic and financial outcomes; district and school climate data; parent perception data; data from SAC meetings, parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; and other forms of needs assessment data; carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

Barrier 1	Consistency with parents attending Title 1 meetings.
Barrier 2	Consistency with parents attending Title 1 activities.
Barrier 3	Consistency with parents receiving electronic forms of communication
Barrier 4	Language barrier during verbal and written presentation of information.
Barrier 5	Childcare barrier as some families could not attend due to no childcare.

Prioritize the Top 3 barriers (it may be possible to combine some) and describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers.

REQUIRED: include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)

Priority Barrier 1	Priority Barrier 2	Priority Barrier 3
<p>Barrier: Consistency with parents attending Title 1 meetings.</p> <p>Steps/Strategies to eliminate/reduce the barrier:</p> <ul style="list-style-type: none"> Increase motivation for families to attend by combining student performances with Title 1 events. 	<p>Barrier: Consistency with parents attending Title 1 activities.</p> <p>Steps/Strategies to eliminate/reduce the barrier:</p> <ul style="list-style-type: none"> Increase motivation for families to attend by combining student performances with Title 1 events. 	<p>Barrier: Consistency with parents receiving electronic forms of communication</p> <p>Steps/Strategies to eliminate/reduce the barrier:</p> <ul style="list-style-type: none"> Increase Twitter and Facebook communication.

What are the overarching outcomes/goals for the current school year for parent engagement?

- The overarching goals for the current school year are to increase parent involvement and to increase parent engagement in activities.

Communication & Accessibility

Communication trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, parents with various educational backgrounds, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education.

Our school will provide handouts in English as well as Spanish for our ESOL students. We will provide opportunities for meeting at different time of day and different days of the week. Minutes will be provided in the Parent resource room and online.

Describe how the school will share information related to school, parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand.

Our school will provide translation through handouts. The format of the handouts will be kept as similar as possible to ensure fairness and consistency. Our school kiosk will be accessible as well so that translation features can be accessed through DCPS approved sites for families.

Select all of the different languages spoken by students, parents and families at your school.

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Albanian Shqip | <input type="checkbox"/> Chinese | <input type="checkbox"/> Kirundi | <input checked="" type="checkbox"/> Spanish |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> English | <input type="checkbox"/> Nepali | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Farsi Persian | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Burmese Myanmasa | <input type="checkbox"/> French | <input type="checkbox"/> Russian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Cambodian Khmer | <input type="checkbox"/> Haitian-Creole | <input type="checkbox"/> Serbian-Croatian | <input type="checkbox"/> Other |

Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. Include the tools and resources that will be used for communication.

(1) Our school will communicate events through various ways. For example, a Title 1 information board will be highly visible to visitors as it will be next to the Main Office counter with up to date handouts posted. Handouts from the Title 1 office will be posted in a variety of areas in the school (e.g.in Parent Resource Room).

(2) Our school will use handouts to send home to each student and the handouts will be provided in Spanish.

(3) Events will be communicated 10 days in advance.

How will the school describe and explain (1) the curriculum at the school and (2) the forms of assessment used to measure student progress and (3) the achievement levels students are expected to obtain?

(1) The curriculum will be explained during Orientation, Open House, Family Reading Night and Parent Conferences
(2) The forms of assessment will also be explained at these events as well as the FSA Information Night, not including continuous handouts on student progress being provided by teachers (e.g. i-Ready Parent Report).

(3) The forms of assessment will also be explained at these events as well as the FSA Information Night, not including continuous handouts on student progress being provided by teachers (e.g. DCPS K-5 Promotion Options document).

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

1) Parents are able to participate in monthly PTA meetings as well as monthly SAC meetings. Parents are also surveyed with the results used to help drive school-based decisions at the administrative level.
(2) Our school will communicate the opportunities through a variety of methods (e.g. school website, monthly newsletter, School CNXT, handouts for each student, etc.).

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Parents and families have the opportunity to voice their concern about the Title 1 plan by having the Title 1 Office information readily available for them to contact the office regarding their concern.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

Our school will publish this document on our school website. We will also have the document readily available for PTA meetings and SAC meetings as well as within the Title 1 binder that is located in our parent Resource Room.

Flexible Parent & Family Meetings

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

Involvement of Parents and Families

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Our school involves parents through often daily and/or weekly forms of communication through flyers and handouts. Monthly forms of communication also occur via the marquee and school website calendar updates.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

Transportation: not scheduled to be available.

Childcare: not scheduled to be available, families are welcome to bring children.

Home Visits: as needed for families.

Additional services to remove barriers to encourage event attendance:

Flexible Family Meetings

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parent input was gained from parent requests through PTA meetings as well as Gallup Spring survey results that were inputted by the Principal.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

The documentation includes notes from the Title 1 parent events as well as PTA meeting minutes throughout the school year.

How flexible meeting be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- AM & PM Sessions (Same content to appeal to more parents)
- Other

Required Annual Meeting

Title I schools are required to hold an annual meeting, at a convenient time, where ALL parents are invited and encouraged to attend. The Annual Meeting is held at the beginning of the year. This section will ensure all required components of the meeting are addressed.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

Step 1	Provide information by Administration during Orientation and during Open House.
Step 2	Flyers will be provided to families in the 1st Quarter to highlight our Title 1 program.
Step 3	Handouts will be provided at the Annual Meeting to inform parents of the program.
Step 4	School website will have applicable documents posted.
Step 5	Images of family engagement activities will be displayed on our school website
Step 6	Parent kiosk will have Title 1 program websites bookmarked and Main Office staff will be able to provide guidance accordingly.
Step 7	
Step 8	
Step 9	
Step 10	

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Beginning of Year Annual Meeting.

Information will include that fact that our school success is derived in large part from the resources from Title 1. For example, we will share information about the resources that Title 1 provides, such Interventionists as well as a plethora of resources (e.g. parent resources).

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.

- (1) The AYP will provided to families based on the FSA data from 2017-18.
- (2) Our school choice theme will be addressed and discussed at the meeting. Students have a choice to pick the school they attend.
- (3) The rights of parents will be addressed and discussed at the meeting.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Parents without access to technology will be provided with daily, weekly, and/or monthly handouts that highlight parent events and various updates. Our school will also use School Messenger for phone calls to parents about events and updates.

Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your schools is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Mr. Royal will host a Developmental Meeting with parents to discuss how the Title 1 monies were and will be appropriated for our students. Parents prefer increasing staff member to provide interventions for students.

Building Capacity

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School-wide plan by engaging parents and families. [ESEA Section 1116 (e)]

Building the Capacity of Parents & Family Members

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Our Faculty & Staff will continuously use effective practices. We will also reflect on results and adjust how to build capacity for meaningful parent and family engagement. We will increase communication to increase involvement. Parents prefer activities with handout, food, book, and student involvement (plays/chorus).

How will the school implement activities that will build relationship with the community (business partners, faith based partners, community leaders, community organizations, local colleges, etc.) to improve student achievement?

Our school will continue to build on our business and community partnerships. The activities will have an overarching focus on how we can improve student achievement (e.g. applicable handouts, etc). Family reading night draws a lot of participation due to the take home materials and books provided.

(1)How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) The room will support the engagement as it will be often referenced in verbal and non-verbal communications.
(2) The room is advertised to parents in flyers and newsletters as well as a sign next to the Main Office counter that directs parents to the room.
(3) Title 1 resources are labeled in the room and checks out the materials to the parents.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

Resources are a part of the training as they are referenced at the events, such as the FSA Information Night and Family Reading Night. Activities are demonstrated in a way so that parents can re-enact the educational activities with their child at home.

Parent & Family Engagement Events

If Parent and Family engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I School-wide Plan.

Name of Activity	Person Responsible	MEASURABLE Anticipated Impact on	Month Activity will Take Place	Evidence of Effectiveness	Budget (if applicable)
------------------	--------------------	----------------------------------	--------------------------------	---------------------------	------------------------

Student Achievement						
1	Title I Annual Meeting (required)	Mr. Royal	Feedback from parents	August 2018	Feedback forms	0
2	Title I Developmental Meeting (required)	Mr. Royal	Feedback from parents	July 2018	Feedback forms	0
3	Family Reading Night	Mr. Royal	Feedback from parents	October 2018	Feedback forms	525.00
4	FSA Night	Mr. Royal	Feedback from parents	January 2019	Feedback forms	200.00
5	Transitioning to 5th/6th Grade	Ms. Smith	Feedback from parents	February 2019	Feedback forms	200.00
6	Parenting Workshop Part 1	Ms. Smith	Feedback from parents	November 2018	Feedback forms	150.00
7	Parenting Workshop Part II	Ms. Smith	Feedback from parents	February 2019	Feedback forms	150.00
8						
9						
10						

Building the Capacity of Teachers & Staff Members

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

...the assistance of parents and families and in the value of their contributions.

Professional Development will occur during Pre-Planning to present strategies for parent involvement. Certain teachers will share out ideas that are proven to be effective regardless of grade level or subject area.

...how to reach out to, communicate with, and work with parents and families as equal partners.

Professional Development will occur during Early Dismissal in the Fall to emphasize the importance of working with parents. A role play scenario will be depicted to help personnel visualize what to do and what not to do when working with and communicating with families.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

Professional Development will occur to recruit personnel to be on a parent committee for Title 1 to share ideas on how to build additional ties between parents and families at our school.

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

- (1) They will be engaged during Pre-Planning and during select Early Dismissal days.
- (2) The documentation will include surveys from personnel and parents to help keep the focus on parent engagement.

Collaboration of Funds

Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/> IDEA/ IDEIA - The Individuals with Disabilities Education Improvement Act	Our Faculty & Staff will take measures to ensure that all students with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independence.
<input checked="" type="checkbox"/> VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-yearolds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/> Title I, Part D – Prevention & intervention programs for children & youth who are Neglected, Delinquent, or At Risk	
<input checked="" type="checkbox"/> Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Our Main Office staff and Data Entry Clerk will provide information to families who have a need of services for their homeless child. All students will have the same opportunities of their classmates to participate in school activities and other school-related programs.
<input checked="" type="checkbox"/> Supplemental Academic Instruction (SAI) - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Our school will continue to provide SAI tutoring services for students in-need. The tutoring will be available for a select number of students due to the budget allocation that is to be determined.
<input type="checkbox"/> Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/> Parent Academy	

Alignment

AdvancED

School Performance Standards

- Domain 1: Leadership Capacity
 - Standard 1.2
 - Standard 1.3
 - Standard 1.8
 - Standard 1.10
- Domain 2: Learning Capacity
 - Standard 2.10

School Quality Factors

- Healthy Culture
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

Evaluation Tools

CAST

- 1b: How we support rigorous & differentiated instruction
- 1c: How we support students
- 2a: How we recruit & retain
- 3a: How we invite all to participate
- 3b: How we promote welcoming environments
- 3c: How we collaborate on decisions
- 4c: How we are fiscally responsible

Florida Principal Leadership Standards

- Domain 3: Organizational Leadership
 - Standard 9



Supportive Environment

Performance: n/a

Strategic Plan Alignment:
Intentional Focus on Student Achievement & Well-being

About

In schools with a supportive environment, the school is safe, demanding, and supportive. In such schools:

- Students feel safe in and around the school
- Students find teachers trust-worthy and responsive to their academic needs
- Students are well supported in planning for college and other post-high school experiences

PBIS Team

Team Member Name	Team Member Role	Team Member Title
Yvonne Spinner	Administrator	Principal
Jeff Royal	Snack Master	A. P.
Stacy Carnine	Point of Contact	Teacher
Arienne Smith	Family Liaison "Ad hoc"	Guidance
Tabitha Decker	Student Liaison "Ad hoc"	Teacher
Katherine Stallings	Content Expert	Interventionist

Needs Assessment

Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Learning Environment Domain	7.44 out of 10	9.37 out of 10	9.53 out of 10
Gallup Student Poll	I feel safe in this school	3.86 out of 10	4.18 out of 10	3.89 out of 10
Gallup Student Poll	The adults at my school care about me	4.52 out of 5	4.28 out of 5	4.20 out of 5
Gallup Student Poll	I have at least one teacher who makes me excited about the future	4.61 out of 5	4.59 out of 5	4.35 out of 5

Data Entry & Analysis Plan

Use the Climate Dashboard & FOCUS to provide baseline data and targets for your PBIS Goals for 2018-19.

Data Point	2016-17 Total #	2017-18 Total #	2018-19 Target #
Class I ODRs	4	6	4
Class II ODRs	63	60	57
Class III ODRs	0	5	0
Total OSS Events	23	20	17
Total RJ Events	1	14	30

What were your TOP FIVE infractions from 2017-18?

1. 2.01 (ZZZ) Failure to Adhere to Safety Considerations
2. 2.08 (ZZZ) Lower Level Confrontation or Dispute
3. 2.07 (PHA) Physical Attack of a Student
4. 2.09 (FIT) Fighting (Mutual combat, mutual altercation)
5. 2.22 (ZZZ) Obscene, Profane, or Offensive Language or Gestures directed to a School District Employee or Agent

PBIS Goals

Based on your data, what are your PBIS goals? How will you know you are progressing toward your goals? What PBIS team member(s) will monitor your progress and follow up to refine your goals throughout the year?

Goal	Action Steps	Responsible	Progress Monitoring
Goal 1: Reduce OSS	Implement PBIS in all classrooms and common areas.	Faculty/Staff	Monthly
Goal 2: Keep Kids in Classroom	Instruct teachers on PBIS, Calm down areas, Positive praise,	Faculty/Staff	Daily
Goal 3: Increase Restorative Justice			

Equitable Outcomes

In using your Equity Profile generated by the USF PBIS Project, how will you identify bias, respond to it?

- **Identify:** Utilize the Equity Profile to list evidence of disparities.
(ex. The average number of referrals per student for African Americans/Black students is 2 times that for all other students)
- **Respond:** What strategies do you plan on implementing to address the evidence above?
(ex. We will use professional development and district resources to implement cultural competence training with all staff members.)

Identify		Respond
Evidence #1	The average number of referrals per student for African American/Black students is similar to all other groups	We will continue to monitor the suspension rates for all student groups.
Evidence #2	The Hispanic/Latino and Multi Racial student groups are higher than the other sub-groups	Due to the low number of enrolled students in the two sub-groups, a value of 1 raises the percentage disproportionately.

Restorative Justice Practices

Identify the restorative practices you have in place at your school.
Adult Led Mediation, Letter of Apology, Restitution, Restorative Justice, Social Skills Lessons

Reward & Recognition Programs

Identify and explain your school-wide rewards and recognition program. Be sure to include a plan to reward both students and staff for following the GFS and the school-wide rules/expectations.

	Students	Faculty
Daily	Positive Praise	Positive Praise
Weekly	Classroom Incentives (i.e. Treasure Box)	Weekly Recognition in Principal's newsletter
Monthly	Character Trait Lunches	Popcorn, Snack, Breakfasts, Positive Post Cards
Quarterly	Blending Learning Principal Lunches, Awards Ceremonies	Social Committee Outings
Yearly	Awards Ceremonies	Year End Teacher Awards at Luncheon

Lesson Plan for Teaching Expectations/Rules

Please explain your plan for teaching your Guidelines for Success and when will they be taught?

	Plan for Teaching	When will it be taught?
Guidelines for Success	Guidelines for Success Lesson Plans for all teachers.	First week of school, After Winter and Spring Break, As needed.

Faculty Commitment

Explain/identify to what extent your faculty is involved in your PBIS implementation and follow through. Answer the questions below using information specific to your way of work.

How and **how often** do you make your faculty aware of behavior concerns across campus through data sharing?

Newsletters	Weekly
Email Blast	Weekly
PLC's	Weekly
SAC	Monthly
Early Release/Faculty Meetings	Monthly
Announcements	Monthly
Website	n/a
Other	n/a

How often do you elicit input and feedback from students and staff about discipline/behavior concerns?

Monthly

What are your procedures for acclimating new students, staff, and parents to your behavior management procedures?

New families to Upson are directed to the code of conduct document on the DCPS website. Upon entering the classroom, the teacher goes over rituals and routines for the classroom and common areas. At open house and orientation, these rituals are gone over. Reminders are sent home in the weekly newsletter.

Classroom Systems

What professional development do you provide for teachers? Consider the following: Novice teachers? What is your plan of support for teachers that may be struggling in classroom management? How are teachers trained in classroom-based, proactive strategies and effective classroom-based corrective strategies? Do you suggest that teachers have a classroom management plan?

	Training Opportunities	Additional Support
Administrators	District led CHAMPS and PBIS training	Team Walkthrough with administration.
Clerical Staff	Annual Meeting	District training.
Experienced Teachers	District led CHAMPS and PBIS training	Classroom Monitorin through the CAST process
Novice Teachers	District led CHAMPS and PBIS training	Classroom Monitorin through the CAST process 4+ times
Paraprofessionals	Same as teachers	N/A
Support (Custodians, Cafeteria, Security)	Initial meeting at begining of the year.	Administration support

Alignment

Advanced

School Performance Standards

- Domain 2: Learning Capacity
 - Standard 2.1
 - Standard 2.2
 - Standard 2.3
 - Standard 2.4
 - Standard 2.7
 - Standard 2.9
 - Standard 2.10
- Domain 3: Resource Capacity
 - Standard 3.8

School Quality Factors

- Healthy Culture
- High Expectations
- Resource Management
- Efficacy of Engagement

Evaluation Tools

CAST

- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing Student Behavior
- 2e: Organizing physical space
- 3a: Communicating with students
- 3c: Engaging students in learning
- 3e: Demonstrating flexibility and responsiveness

Florida Principal Leadership Standards

- Domain 1: Student Achievement
 - Standard 1
 - Standard 2



Ambitious Instruction

Performance: n/a

Strategic Plan Alignment:
Intentional Focus on Student Achievement & Well-being

About

In schools with strong ambitious instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, ambitious instruction has the most direct effect on student learning. It is:

- Well-defined with clear expectations for student success
- Interactive and encourages students to build and apply knowledge
- Well-paced
- Aligned across grades

Assurances

PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

College and Career Readiness

All non-charter high schools in the district have a school improvement plan that includes strategies to improve student readiness for the public postsecondary level based on annual analysis of the postsecondary feedback report data, pursuant to s. 1008.37(4), F.S.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

Early Warning System

All non-charter schools in the district that includes grades Kindergarten - grades 8 have a school improvement plan that includes information and data on the school's early warning system, pursuant to s. 1001.42(18)(a)2., F.S., including a list of the early warning indicators used in the system, the number of students by grade level that exhibit each indicator, the number of students identified by the system as exhibiting two or more indicators, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. The plan also includes a description of the strategies used by the school to implement the instructional practices for middle grades emphasized by the district's professional development system, pursuant to s. 1012.98(4)(b)9., F.S

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

	Attendance below 90 percent	One or more suspensions	ELA Course Failure	FSA ELA Achievement Level 1 OR "Below" on EOY score for Achieve and/or iReady	Math Course Failure	FSA Math Achievement Level 1 OR "Below" on EOY score for Achieve and/or iReady	Overall Students exhibiting two or more indicators
KG	40%(32/81)	4%(3/81)	19%(15/81)	15%(12/81)	14%(11/81)	27%(22/81)	25%(20/81)
1st	28%(19/67)	1%(1/67)	19%(13/67)	15%(10/67)	9%(6/67)	24%(16/67)	22%(15/67)
2nd	32%(23/73)	1%(1/73)	18%(13/73)	22%(16/73)	10%(7/73)	42%(31/73)	34%(25/73)
3rd	29%(28/95)	5%(5/95)	21%(20/95)	36%(34/95)	11%(10/95)	23%(22/95)	38%(36/95)
4th	36%(24/66)	0%(0/66)	5%(3/66)	50%(33/66)	3%(2/66)	17%(11/66)	29%(19/66)
5th	39%(28/72)	4%(3/72)	0%(0/72)	47%(34/72)	1%(1/72)	29%(21/72)	33%(24/72)
6th							
7th							
8th							
9th							
10th							
11th							
12th							
TOTAL	34%(154/454)	3%(13/454)	14%(64/454)	31%(139/454)	8%(37/454)	27%(123/454)	31%(139/454)

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

School wide Checklist

Please select the practices you have incorporated in your school for each indicator below.

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards.

Improved Student Skills Outside of the Academic Subject Areas	Postsecondary Education and Workforce Preparation	Tiered Systems of Support	Professional Development	Transition Strategies for Preschool Children
<input type="checkbox"/> Counseling <input type="checkbox"/> School Based Mental Health <input type="checkbox"/> Instructional Support Services <input type="checkbox"/> Mentoring <input type="checkbox"/> Other	<input type="checkbox"/> Career & Technical Programs <input type="checkbox"/> College Readiness Programs <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Early College <input type="checkbox"/> AICE/IB	<input type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Support Systems <input type="checkbox"/> IEPs <input type="checkbox"/> 504's	<input type="checkbox"/> PD Opportunities for Improving Instruction <input type="checkbox"/> PD Opportunities for Improving Data Literacy	<input type="checkbox"/> Transition programs

Needs Assessment

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date

School Grade Accountability Measures

	2014-15	2015-16	2016-17	2017-18 PREDICTED
FLDOE School Grade	C	B	A	
Achievement Components				
ELA	46	52	58	50
Mathematics	61	70	77	76
Science	50	48	65	56
Social Studies				
Learning Gains Components				
ELA		64	64	35
Mathematics		75	61	34
ELA Bottom Quartile	n/a	62	71	32
Math Bottom Quartile	n/a	57	59	16
Middle School Acceleration				
Middle School Acceleration				
High School Acceleration				
Graduation Rate				
College & Career Acceleration				

Population Proficiency by Subject Area

PREDICTED	Target	Difference
-----------	--------	------------

ELA	50	66	-16
Math	76	83	-7
Science	56	72	-16
Social Studies			

Population Proficiency in English Language Arts by Grade Level

	3rd	4th	5th	6th	7th	8th	9th	10th
Actual	60	51	52					
Target	67	60	71					
Difference	-7	-9	-19					

Population Proficiency in Math by Grade Level

	3rd	4th	5th	6th	7th	8th	Algebra 1	Geometry
Actual	80	66	62					
Target	83	84	83					
Difference	-3	-18	-21					

Population Proficiency in Science by Grade Level

	5th	8th	Biology
Actual	68		
Target	73		
Difference			

Population Proficiency in Social Studies by Grade Level

	Civics	US History
Actual		
Target		
Difference		

Population Gains in English Language Arts by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Actual	96	47	64					
Target	71	71	71					
Difference	25	-24	-7					

Bottom Quartile Population Gains in English Language Arts by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Actual	62	11	29					
Target	79	79	79					
Difference	-17	-68	-50					

Population Gains in Math by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	Algebra 1	Geometry
Actual	0	55	55					
Target	67	67	67					
Difference		-12	-12					

Bottom Quartile Population Gains in Math by Grade Level

	3 rd	4 th	5 th	6 th	7 th	8 th	Algebra 1	Geometry
Actual	0	20	20					
Target	64	64	64					
Difference		-44	-44					

ELA Proficiency for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

ELA Gains for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

Math Proficiency for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

Math Gains for Grades K-2

	KG	1 st	2 nd
Actual	n/a		
Target	n/a		
Difference	n/a		

Data Source: SAS Data Warehouse

School Grade Measures: Data Pulled on 6/6/2018

Early Warning System Indicators: Data Pulled on 6/7/2018

Accountability Measures by Population: Data Pulled on 6/25/2018

Alignment

Advanced

School Performance Standards

- Domain 2: Learning Capacity
 - Standard 2.1
 - Standard 2.2
 - Standard 2.3
 - Standard 2.5
 - Standard 2.7
 - Standard 2.10

School Quality Factors

- Healthy Culture
- High Expectations
- Impact of Instruction

School Walk Through/Observation Tool

Vision of Excellent Instruction

- Culture of Learning
- Rigorous Content
- Academic Ownership
- Demonstration of Learning

Evaluation Tools

CAST

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing Student Behavior
- 3a: Communicating with students
- 3b: Using questioning/ prompts and discussion
- 3c: Engaging students in learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating flexibility and responsiveness

Florida Principal Leadership Standards

- Domain 1: Student Achievement
 - Standard 1
 - Standard 2
- Domain 2: Instructional Leadership
 - Standard 3
 - Standard 5

Goal #1: Academic

Action Plan for Improvement	
IMPROVEMENT PLAN	PERFORMANCE MANAGEMENT
<p>Needs Assessment Summary Leading to Goal: (Step 0)</p> <ul style="list-style-type: none"> â€¢ Undesirable data was found in 4th and 5th grade proficiency and L25 gains. <p>Root Causes: (Bulleted List)</p> <ul style="list-style-type: none"> â€¢ Systems were not effectively managed to maximize time and intentionality. 	
<p>Goal (Step 1)</p> <p>If all learning tasks and activities are planned and facilitated to meet both individual student need and the expectation of the Standard(s), then academic achievement will increase in all areas.</p>	<p>Summative Targets: (Step 1b)</p> <ul style="list-style-type: none"> â€¢ LP25 ELA Gains will go from 38% to 58% â€¢ LP25 Math Gains will go from 39% to 59% â€¢ ELA Gains will go from 47% to 67% â€¢ Math Gains will go from 45% to 65%
	<p>Progress Monitoring: (Step 8)</p> <ul style="list-style-type: none"> â€¢ Attendance data â€¢ iReady â€¢ Achieve â€¢ SAS dashboard
<p>Brainstormed Barriers (-) (Step 2)</p> <ul style="list-style-type: none"> â€¢ Students don't value education â€¢ Students aren't connected with teachers â€¢ Time to work with the students â€¢ Attendance data â€¢ LP25 are not routinely checked on as a subgroup â€¢ Student information is not house in a central location â€¢ Inconsistency with small group â€¢ Lack of focus for teachers â€¢ Teacher attendance â€¢ Flexibility when intervention not working 	
<p>Brainstormed Resources (+) (Step 2)</p> <ul style="list-style-type: none"> â€¢ Title 1 funds to support targeted needs of students â€¢ Altered schedule to increase time for groups â€¢ Interventionist support in 5th â€¢ New common planning structure â€¢ New dashboards in SAS 	
<p>Selected Barrier (Step 3)</p> <p>Small group instruction and monitoring lacked focus when targeting student deficits and identifying best practices for instruction.</p>	

Strategy (Step 4)	Develop classroom schedules and remediation plan to interact with all students.		Effectiveness: (Step 7) â€¢ Standards based assessment data â€¢ Student growth data â€¢ Classroom grades												
Action Steps (Step 5)	<table border="1"> <thead> <tr> <th>Action Step:</th> <th>Date:</th> </tr> </thead> <tbody> <tr> <td>1. .Work with coaches to create classroom daily schedules</td> <td>01-Aug</td> </tr> <tr> <td>2. Using data, group all students in learning groups to ensure week 2 implementation</td> <td>01-Aug</td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5.</td> <td></td> </tr> </tbody> </table>	Action Step:	Date:	1. .Work with coaches to create classroom daily schedules	01-Aug	2. Using data, group all students in learning groups to ensure week 2 implementation	01-Aug	3.		4.		5.			Fidelity: (Step 6) â€¢ Classroom schedules â€¢ Students intervention schedules â€¢ Student data sheets
Action Step:	Date:														
1. .Work with coaches to create classroom daily schedules	01-Aug														
2. Using data, group all students in learning groups to ensure week 2 implementation	01-Aug														
3.															
4.															
5.															
Strategy (Step 4)	Develop standards based instructional plan with monitoring and focused professional development opportunities involving analysis of student achievement data and identification of correlated learning activities		Effectiveness: (Step 7) â€¢ Standards based assessment data â€¢ Student growth data â€¢ Classroom grades												
Action Steps (Step 5)	<table border="1"> <thead> <tr> <th>Action Step:</th> <th>Date:</th> </tr> </thead> <tbody> <tr> <td>1. 1. Instructional personnel will be given time during Early Release professional development sessions (preferably once per quarter) to collaborate with peers and coaches in disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.</td> <td>06/01/2019</td> </tr> <tr> <td>2. .Develop planning protocols and schedules to support common planning.</td> <td>06/01/2019</td> </tr> <tr> <td>3. Coaches will lead common planning where teachers collaboratively plan and focus on review data from recent class/district assessments and utilize data tracking methods to identify learning gain and using this data to develop small groups plans and teacher led centers for differentiation.</td> <td>06/01/2019</td> </tr> <tr> <td>4. Instructional personnel will work together during common planning to develop teacher/student data chat forms with the purpose of conducting conferences with students to measure progress toward annual learning targets and to set student goals to build collaborative student ownership.</td> <td>06/01/2019</td> </tr> <tr> <td>5. Lead teachers for core content areas will attend professional development opportunities (district trainings, trainings with external organizations) related to data-based areas for growth and share strategies learned with their colleagues in order to positively impact their instruction with learners of all ability levels.</td> <td>06/01/2019</td> </tr> </tbody> </table>	Action Step:	Date:	1. 1. Instructional personnel will be given time during Early Release professional development sessions (preferably once per quarter) to collaborate with peers and coaches in disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.	06/01/2019	2. .Develop planning protocols and schedules to support common planning.	06/01/2019	3. Coaches will lead common planning where teachers collaboratively plan and focus on review data from recent class/district assessments and utilize data tracking methods to identify learning gain and using this data to develop small groups plans and teacher led centers for differentiation.	06/01/2019	4. Instructional personnel will work together during common planning to develop teacher/student data chat forms with the purpose of conducting conferences with students to measure progress toward annual learning targets and to set student goals to build collaborative student ownership.	06/01/2019	5. Lead teachers for core content areas will attend professional development opportunities (district trainings, trainings with external organizations) related to data-based areas for growth and share strategies learned with their colleagues in order to positively impact their instruction with learners of all ability levels.	06/01/2019		Fidelity: (Step 6) â€¢ Agendas â€¢ Meeting minutes â€¢ Training feedback forms â€¢ Data tracking forms
Action Step:	Date:														
1. 1. Instructional personnel will be given time during Early Release professional development sessions (preferably once per quarter) to collaborate with peers and coaches in disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.	06/01/2019														
2. .Develop planning protocols and schedules to support common planning.	06/01/2019														
3. Coaches will lead common planning where teachers collaboratively plan and focus on review data from recent class/district assessments and utilize data tracking methods to identify learning gain and using this data to develop small groups plans and teacher led centers for differentiation.	06/01/2019														
4. Instructional personnel will work together during common planning to develop teacher/student data chat forms with the purpose of conducting conferences with students to measure progress toward annual learning targets and to set student goals to build collaborative student ownership.	06/01/2019														
5. Lead teachers for core content areas will attend professional development opportunities (district trainings, trainings with external organizations) related to data-based areas for growth and share strategies learned with their colleagues in order to positively impact their instruction with learners of all ability levels.	06/01/2019														

Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)	NA		Effectiveness: (Step 7)
	Action Step:	Date:	Fidelity: (Step 6)

Action Steps (Step 5)	1.		
	2.		
	3.		
	4.		
	5.		

Goal #2: Behavioral

Action Plan for Improvement		
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT
<p>Needs Assessment Summary Leading to Goal: (Step 0)</p> <ul style="list-style-type: none"> â€¢ Undesirable data was found in the Parent and Student survey. <p>Root Causes: (Bulleted List)</p> <ul style="list-style-type: none"> â€¢ Lack of resources â€¢ Lack of community involvement â€¢ Lack of positive parental interactions 		<p>Data Sets Used: (Step 0)</p> <ul style="list-style-type: none"> â€¢ Parent Climate Survey: Environment 4.19 â€¢ Gallop Survey: 69% Engaged
<p>Goal (Step 1)</p> <p>If we increase collaboration and involvement of stakeholders then student engagement in learning will increase reducing behavioral referrals.</p>	<p>Summative Targets: (Step 1b)</p> <ul style="list-style-type: none"> â€¢ Parent Climate Survey: Environment 4.5 â€¢ Gallop Survey: 75% Engaged 	
	<p>Progress Monitoring: (Step 8)</p> <ul style="list-style-type: none"> â€¢ Surveys â€¢ Facebook and Twitter comments â€¢ Title 1 feedback surveys â€¢ Parent emails 	
<p>Brainstormed Barriers (-) (Step 2)</p> <ul style="list-style-type: none"> â€¢ Few Faith-based partners â€¢ Few business partners â€¢ Lack of parental involvement â€¢ Lack of parental support â€¢ Poor teacher-student relationships â€¢ Poor teacher-parent relationships 		
<p>Brainstormed Resources (+) (Step 2)</p> <ul style="list-style-type: none"> â€¢ Security guard â€¢ 2 strong faith-based partners 		
<p>Selected Barrier (Step 3)</p> <p>Few relationships between stakeholders and the school</p>		
<p>Strategy (Step 4)</p>	<p>Building authentic relationships between staff at the school and families/communities with a focus on supporting all students</p>	<p>Effectiveness: (Step 7)</p> <ul style="list-style-type: none"> â€¢ Social Media likes, comments, and follows â€¢ Students using support networks increases â€¢ Number of club participants increases â€¢ Number of mentors and mentees increases â€¢ Student survey/input from each support group
<p>Action Steps (Step 5)</p>	<p>Action Step:</p> <p>1. Invite community leaders, faith-based leaders, restaurant owners, and outside resources to meet with school admin team to discuss what</p>	<p>Date:</p> <p>06/01/2019</p> <p>Fidelity: (Step 6)</p> <ul style="list-style-type: none"> â€¢ Meeting minutes and action plan for stakeholders

	the studentsâ€™ basic needs are and how we can all help each other		â€¢ List of all support networks for students
	2. incorporate new support into SAC to support with student representation	06/01/2019	â€¢ Social media pages developed
	3. Establish quarterly goal	06/01/2019	
	4. Communicate the list of support networks to all stakeholders via social media (i.e. Facebook, Twitter, Snapchat)	06/01/2019	
	5.		
Strategy (Step 4)	na		Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)	na		Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Selected Barrier (Step 3) na			
Strategy (Step 4)	na		Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)	na		Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)	na		Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Selected Barrier (Step 3) na			

Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)	na		Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		

Goal #3: Optional

Action Plan for Improvement			
IMPROVEMENT PLAN			PERFORMANCE MANAGEMENT
Needs Assessment Summary Leading to Goal: (Step 0) na Root Causes: (Bulleted List)			Data Sets Used: (Step 0)
Goal (Step 1)			Summative Targets: (Step 1b)
			Progress Monitoring: (Step 8)
Brainstormed Barriers (-) (Step 2)			
Brainstormed Resources (+) (Step 2)			
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
5.			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
5.			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
5.			
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
5.			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
3.			

	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Selected Barrier (Step 3)			
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		
Strategy (Step 4)			Effectiveness: (Step 7)
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6)
	1.		
	2.		
	3.		
	4.		
	5.		

