



School Improvement Plan SY 2018-19

JOSEPH L. CARWISE MIDDLE 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.



A. Vision and Direction

School Profile

Principal:	Robert Vicari	SAC Chair:	Matthew Little
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School Vision	100% student success
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School Mission	The mission of Carwise Middle School is to provide opportunities, through effective and efficient operations, for the success of ALL students in a safe environment which promotes highest achievements.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1262	4%	4%	18%	5%	69%	0%

School Grade	2018 A	2017 A	2016 A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	63	68	71	75	66	62	83	89	81	68		
Learning Gains All	55	60	67	62								
Learning Gains L25%	43	50	53	57								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Vicari	FT	1-3 years
Equity Champion	Joshua	Prillhart	FT	1-3 years
ESE	Sue	Kately	FT	1-3 years
Behavior Specialist	Monica	Anestin	FT	1-3 years
Climate and Culture	Robert	Vicari	FT	1-3 years
Assistant Principal	Nancy	Verigan	FT	11-20 years
Assistant Principal	Judy	Allen	FT	11-20 years
Assistant Principal	Asimina	Patton	FT	4-10 years
Counselor	Jennifer	McGinnis	FT	4-10 years
Counselor	Sandra	Rocafort	FT	1-3 years
Counselor	Margy	Laird	FT	11-20 years
ELA Department Chair	Christine	Vehar	FT	20+ years
Math Department Chair	Jake	Merkel	FT	11-20 years
SS Department Chair	Jamie	Colver	FT	4-10 years
Science Department Chair	Kristin	Mercer	FT	11-20 years



Related Arts Department Chair	Jason	Obara	FT	11-20 years
Reading Department Chair	JoAnn	Niles	FT	11-20 years
PE Department Chair	Adam	Tedora	FT	11-20 years
School Psychologist	Sharon	Headley	FT	4-10 years
Social Worker	Kristin	Hillman	FT	1-3 years
SBLT Facilitator	Kalyn	Schreiner	FT	4-10 years
SBLT Instructional	AJ	Zahra	FT	4-10 years
Total Instructional Staff:	70	Total Support Staff:	36	

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 instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in ELA will increase from 63% to 70%

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency in Math will increase from 75% to 80%

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the number of all students involved in bullying incidents will decrease from 20 to 15.



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 FSA proficiency and design and provide supports for struggling students	<ul style="list-style-type: none"> • Instructional reports from department heads • Prepping of PLC agendas for consistency • 	Principal and SBLT Facilitators	Principal, Assistant Principals, Counselors, ESE Chair, School Psychologist, Department Heads	Monthly on 1 st Wednesday	<ul style="list-style-type: none"> • Lesson plans aligned with standards and learning targets in the classrooms • Consistent PLC plans throughout the departments • Multiple levels of supports designed and implemented for struggling students
2.	Tier 3 Problem-solving Team	All Priorities	Monitor and assist in developing interventions for students struggling academically and with their behavior	<ul style="list-style-type: none"> • Use data to identify and monitor students • Create contracts and 	McGinnis, Counselor	Administrators, Counselors, School Psychologist, Social Worker	Monthly on 3 rd Wednesday	<ul style="list-style-type: none"> • Teachers are effectively using interventions in class • Students improve academically



	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
				other specific interventions to help students				based on grades and formative assessments <ul style="list-style-type: none"> Students behavior improves based on number of referrals and behavior incidents
3.	Equity Team	All Priorities	Monitor and assist in developing supports and interventions for minority students to provide them an equitable opportunity to education	<ul style="list-style-type: none"> Use FSA data to identify students needing extra supports Monitor students through gradebook and referral data Provide supports as needed, including mentors for black students 	Vicari, Obara, Olson, Prillhart	Administrators, counselors, teachers	Ongoing and monthly reports	<ul style="list-style-type: none"> Minority students will achieve comparably; closing the achievement gap Minority students will maintain or increase GPA Decrease referrals for black students so there is less ethnic disparity
4.	Child Study Team	All Priorities	Monitor student attendance and behaviors and work with all stakeholders so student attendance can improve	<ul style="list-style-type: none"> Identify and monitor students with attendance issues Make parent contact as needed 	Sue Ann Mills	Administrators, Counselors, Social Worker, Behavior Specialist	2 nd and 4 th Wednesday	<ul style="list-style-type: none"> Decrease in absences for specific students Attendance rate improves



Continuous Improvement

	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
				<ul style="list-style-type: none"> Provide attendance incentives 				
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>)	Priority 1	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> <i>Training on Lesson Planning Resources,</i> <i>Prep PLC agendas</i> 	Department Chairs	All teachers	Monthly at department meetings	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales Planned and completed student work requiring practice with complex text and its academic language
6.	Literacy Leadership Team (<i>if this is the same as SBLT, please note as this does not need to be duplicated</i>).	Priority 1	Same as SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team	Priority 3	Monitor school and classroom behavior patterns while effectively implementing the school-wide positive behavior plan	<ul style="list-style-type: none"> Monitoring discipline occurrences Use of positive behavior tokens Weekly rewards for positive behavior 	Vicari, Obara	Administrators, counselors, teachers	Monthly reports, Ongoing	<ul style="list-style-type: none"> Look for 80% of student body demonstrating positive behavior (0-1 referrals) Interventions and effective strategies being used with remaining students



	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
8.	Family Engagement Team	Priority 3	Works to maintain a consistent and two-way flow of communication with all stakeholders	<ul style="list-style-type: none"> Ongoing communication with phone messages, website information, marquee, etc. 	Harryman	Administrators, Counselors, Volunteer Coordinator, Front Office Staff	Daily interaction with parents and volunteers and feedback as needed	<ul style="list-style-type: none"> Improved parent and volunteer participation at school
9.	Crisis Team	Priority 3	Works to maintain a safe and secure environment with procedures to keep students and staff safe	<ul style="list-style-type: none"> Reviews procedures and school facility to ensure the safest and most secure environment 	Vicari, Howie	Administrators, Counselors, Building Reps, PE Teachers, School Psychologist, Social Worker	As needed, monthly meetings	<ul style="list-style-type: none"> Maintain and decrease level of safety-related incidents
10.	AVID Team	All Priorities	Provide instructional support for students and interventions and strategies with teachers	<ul style="list-style-type: none"> Communicate with classroom teachers regarding added support for specific standards Provide Professional Development to teachers of strategies useful to support students in the classroom 	Alahouzos, Schreiner	AVID Teachers – Alahouzos, Schreiner, Martin, Caros	Monthly – 3 rd Monday	<ul style="list-style-type: none"> Increased student achievement based on report card grades and teacher formative assessments



	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
11.	Technology Team	All Priorities	Effectively support staff with technology, develop plans for most effectively using technology resources with students to improve achievement and providing teachers with professional development	<ul style="list-style-type: none"> Effectively managing school technology Providing professional development for teachers based in technology 	McCarthy	McCarthy, Patton, Vicari, Serio, Hedrick, Elsey	Monthly – 2 nd Wednesday	<ul style="list-style-type: none"> Students effectively using technology to support learning Increased technology awards and industry certifications



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 377 discipline referrals. We expect our performance level to be 300 or less by May 2019.
2. The problem/gap in behavior performance is occurring because lack of student engagement and use of restorative practices.
3. If more students were engaged and teachers used restorative practices with students would occur, the problem would be reduced by at least 77 discipline referrals, as evidenced by quarterly discipline reports from Focus. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

5. SMART GOAL:

EXAMPLE: The ISS risk (percentage of students receiving in-school suspension) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The ISS risk (percentage of students receiving in-school suspension) of all students receiving excessive referrals (10+) will decrease from 3 students to 2 students, as measured by FOCUS 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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• Vicari and McGinnis	• July 11-12
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Vicari and McGinnis	• July 11-13
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• Vicari	• July 2018
<i>Conduct learning opportunities.</i>	• Vicari	• ongoing
<i>Monitor and support staff for implementation with fidelity.</i>	• Vicari	• ongoing
<i>Review student and teacher data for trends and next steps.</i>	• SBLT	• ongoing – bi-weekly



<p><i>Update school-wide plan on a monthly basis.</i></p> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • Ongoing - Monthly
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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
RP/SEL Training	All teachers, counselors, and administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Positive Classroom Engagement Strategies	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Procedures in the Classroom for Classroom Management	All Teachers	<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 13% of our students miss more than 10% of school. We expect our performance level to be no more than 10% of our students miss more than 10% of school by the end of the 2019 school year.
2. The problem/gap in attendance is occurring because family issues and illness.
3. If increased communications would occur, the problem would be reduced by 3%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring bi-weekly through May 2019.

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 more than 10% of school will decrease from 13% to 10%, as measured by attendance dashboard data.

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.
- Choose Attendance Strategy
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Verigan	August 2018, ongoing
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Verigan	August 2018, ongoing
<i>Develop and implement attendance incentive programs and competitions.</i>	Verigan	August 2018, ongoing
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Verigan	August 2018, ongoing
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Verigan	Bi-weekly, ongoing
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Verigan	Bi-weekly, ongoing
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Verigan	Ongoing

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attendance Specialist Updates	Attendance Specialist, Social Worker, Counselors (3), Administrators (3),	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



	DMT, VE Specialist and Behavior Specialist	
Attendance school-wide strategies	Instructional staff and office clerks	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Attendance Requirements and Basics for Instructional Staff to ensure correct code and timeliness	Instructional staff and office clerks	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic 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, Measurable, 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.



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 63 percent proficiency, as evidenced in Reading FSA data.
2. We expect our performance level to be 70 percent proficiency by May 2019.
3. The problem/gap is occurring because inadequate usage of student-centered data.
4. If a stronger focus on collaborative structures and student-centered conversation would occur, the problem would be reduced by 7%.

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 increasing their FSA score will increase from 63% to 70%, as measured by FSA Reading data.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- 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?
ELA and Reading teachers will implement strategies learned in Core Connections training in their classrooms to improve student reading and writing, with an emphasis on collaborative structures and student-centered conversations.	teachers	monthly
School wide literacy and writing strategies will be implemented in all content area classes.	teachers	monthly
Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading, through Core Connections.	teachers	monthly
ELA and Reading teachers plan on instruction based on student data, instructional shifts, standards, assessments, differentiation and instructional methods.	ELA and Reading teachers	daily
ELA teachers and Writing/Literacy Leadership team work to implement standards based scales, learning goals and learning targets.	ELA and Reading teachers	monthly
ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	ELA and Reading teachers	daily
Administrators will monitor implementation of strategies and best practices in PLCs and during walkthroughs and classroom observations.	Administrators	ongoing
Increase enrollment in Summer Bridge to ensure increased opportunities for improving proficiency levels in ELA and Reading.	Teachers, Counselors, Library Information Specialist	4 th Quarter of school year



Increase participation in district-wide summer reading programs for students to help improve proficiency levels in ELA and Reading.	Teachers, Counselors, Library Information Specialist	4 th Quarter of school year
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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
Best Practices/ This is a school-based PD offered Monthly/ All team members will attend at least twice during the school year.	All Language Arts and Reading teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Reading complex text and answering essential questions that utilizes textual evidence. In cooperation with SS department to support historical documents.	All Language Arts and Reading teachers in cooperation with SS teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ELA monthly department meetings will serve as “mini” PD’s. Effective and proven reading and writing strategies will be shared at each meeting. The expectation will be that all Language Arts and Reading teachers will attempt shared strategies within their curriculum and share their successes as well as challenges at the following department meeting.	All Language Arts and Reading teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Core Connections Professional Development	All Language Arts and Reading teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 75% proficiency, as evidenced in Math FSA data.
2. We expect our performance level to be 80% proficiency by May 2019.
3. The problem/gap is occurring because lack of engagement in higher order thinking questions aligned with MAFS.
4. If higher order questioning would occur, the problem would be reduced by more students being engaged in class resulting in learning gains as evidenced by the FSA.

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 math proficiency will increase from 75 percent to 80 percent, as measured by Math FSA data.

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.
- 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?
Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods.	Math teachers	monthly
Math Teachers will meet in Professional Learning Communities (PLC) at least once a month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards.	Math teachers	monthly
Math teachers will use collaborative structures and student-centered conversation in their lessons.	Math teachers	weekly
Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem.	Math teachers	weekly
Administrators will monitor implementation of strategies and best practices in PLCs and during walkthroughs and classroom observations.	Administrators	ongoing
Increase enrollment in Summer Bridge to ensure increased opportunities for improving proficiency levels in Math.	Teachers, Counselors	4 th Quarter of school year
Increase participation in district-wide summer programs for students to help improve proficiency levels in Math.	Teachers, Counselors	4 th Quarter of school year

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
"Equitable Grading Practices": Information, resources, and strategies for individuals related to educational equity and standards-based grading in the classroom.	Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Formative Assessments: Using formative assessments in the classroom to monitor student progress and to modify and inform instruction.	Math Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67% proficiency, as evidenced in SSA data.
2. We expect our performance level to be 70% proficiency by May 2019.
3. The problem/gap is occurring because lack of engagement in complex tasks and ability to understand complex text in science. We are hoping the new Discovery resources will improve this.
4. If engagement in close reading of higher level Science text, alignment of critical content , and more engagement in differentiated complex tasks would occur, the problem would be reduced by 3%.

5. SMART GOALS:

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

The percent of all students demonstrating proficiency in Science will increase from 67% to 70%, as measured by SSA data.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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?
Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to standards.	Science teachers	ongoing
Science teachers will concentrate on student response to scales, learning goals and plan instructional lessons and labs aligned with state standards and district pacing guides.	Science teachers	ongoing
Science teachers implement standards based on lessons built around the 5E instructional model.	Science teachers	ongoing
Teachers will use supplemental texts, including shorter, challenging and technical passages that elicit close reading and re-reading.	Science teachers	ongoing
Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in the science content. Strategies include text marking, graphic organizers and summarizing.	Science teachers	ongoing
Administrators will monitor implementation of strategies and best practices in PLCs and during walkthroughs and classroom observations.	Administrators	ongoing

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
Close reading and scientific literacy PLCs.	Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices in the classroom PLCs to help engagement and classroom management	Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Science Techbook PD and Maximizing Student Engagement follow up PLCs to ensure teachers are transitioning to new techbook effectively	Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 83% proficiency , as evidenced in Social Studies EOC.
2. We expect our performance level to be 86% by May 2019.
3. The problem/gap is occurring because inconsistent usage of complex text.
4. If engagement in close reading of higher level complex text would occur, the problem would be reduced by increasing proficiency in EOC exams.

5. SMART GOALS:

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

The percent of all students demonstrating proficiency in the EOC exams for Social Studies will increase from 83% to 86%, as measured by EOC exam scores.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Strengthen staff ability to engage students in complex tasks (literacy).

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?
Teachers engage students in instructional activities that increase academic rigor and higher order thinking skills.	SS teachers, Administrators	weekly
Teachers will provide opportunities for research and writing (claims and evidence).	SS teachers	weekly
Teachers will teach, encourage, and provide supports for students to use Focus Note Taking techniques in Social Studies classes.	SS teachers	weekly
U.S. History and World History teachers will utilize a DBQ and/or inquiry each quarter, which will include writing components.	SS teachers	quarterly
At least once per semester, U.S. History (6 th grade) and World History (8 th grade) will determine a common piece of complex text with an essential question that utilizes textual evidence. Examples: Hammurabi’s code for World History and The Declaration of Independence for U.S. History.	SS teachers	quarterly
Social Studies monthly department meetings will serve as “mini” PD’s. Effective and proven reading and writing strategies will be shared at each meeting. The expectation will be that all Social Studies teachers will attempt shared strategies within their curriculum and share their successes as well as challenges at the following department meeting.	SS teachers, Administrators	monthly



Administrators will monitor implementation of strategies and best practices in PLCs and during walkthroughs and classroom observations.	Administrators	ongoing
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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
Utilizing Reading Strategies in the SS classroom. This is a county PD offered approximately quarterly.	Teacher Attending Jamie Colver SS Department Chair	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DBQ refresher courses. This is a county PD offered approximately once per semester.	Teacher Attending Jamie Colver SS Department Chair	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Testing Review Games & Strategies for the SS classroom. This is a county PD offered each semester approximately one month before midterm and final exams.	Teacher Attending Jamie Colver SS Department Chair	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices/ This is a school-based PD offered Monthly/ All team members will attend at least twice during the school year.	All SS Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID strategies in the classroom/ This is a school-based PD offered monthly.	All SS Teachers	<input checked="" type="checkbox"/> Priority 1 <input 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 5 out of 6 modules for Bronze level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules for Bronze level recognition by April 2019.
3. The problem/gap is occurring because food sold in the vending machines does not adhere to smart snack guidelines.
4. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.

5. SMART GOALS:

EXAMPLE: Our school will be eligible in # out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Our school will be eligible in 6 out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Shannon Tyson	August 2018
Attend district-supported professional development.	Healthy School Team	August 2018 – April 2019
Complete Healthy Schools Program Assessment.	Healthy School Team	August 2018 – September 2018
Complete the SMART Snacks in School Documentation.	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan.	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition. (if applicable)	Healthy School Team	Complete by April 1, 2019

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
- Other

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



Academic Goals

School Improvement Plan 2018-19

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team Members	<input checked="" type="checkbox"/> Other
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input checked="" type="checkbox"/> Other
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	<input checked="" type="checkbox"/> Other
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	<input checked="" type="checkbox"/> Other
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	<input checked="" type="checkbox"/> Other



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 16% of all students at level 1 in ELA, as evidenced in FSA.
2. We expect our performance level to be 14% proficiency by May 2019.
3. The problem/gap is occurring because students are not receiving the additional supports needed to succeed.
4. If the identification of these students and additional supports would occur, the problem would be reduced by a 2% reduction in students at Level 1 proficiency in ELA.

5. SMART GOALS:

EXAMPLE: The percent of all students demonstrating in Level I ELA proficiency will decrease from 10% to 5%, as measured by FSA.

The percent of all students demonstrating in Level 1 ELA proficiency will decrease from 16% to 14%, as measured by FSA scores.

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 is leading this step?	WHEN is it occurring?
Identify ELA Level 1 students	Counselors and teachers	Beginning of the year
Ensure all teachers keep track of these students and provide ELA engagement strategies and scaffolding supports as needed	Teachers, counselors, administrators	ongoing

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
Engagement strategies PLC	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Scaffolding strategies PLC	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 28%, as evidenced in MOS Bundle Pass Rate.
2. We expect our performance level to be 40% by May 2019.
3. The problem/gap is occurring because of a deficiency in students enrolling in the programs for certifications and awards.
4. If additional students enrolling in certification and award programs would occur, the problem would be reduced by creating more opportunities for students.

5. SMART GOALS:

EXAMPLE: The percent of all students earning credit for acceleration coursework will increase from 77% to 89%, as measured by qualifying scores course credit scores and/or industry certifications earned.

The percent of all students earning industry certifications will increase from 28% to 40%, as measured by MOS bundle pass rate.

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

- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- Strengthen teacher implementation of rigorous instructional practices.
- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).

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?
Enroll 8 th grade students in “Information and Computer Technology”, ICT courses designed to expose students to digital literacy and media technology. Student works are submitted for competition in the Jim Harbin Educational Media Awards.	Principal, Counselor, Administrators	Beginning of the school year
Enroll 7 th and 8 th students in “Fundamentals of Culinary Careers” and “Personal Development” to expose students to career readiness in the food service industry.	Principal, Counselor, Administrators	Beginning of the school year
Enroll 8 th grade students to earn high school credit in the entry level technology elective “Digital Information Technology”, DIT. Students will work on using technology for career planning, career advancement, business fundamentals and on obtaining industry certifications in Microsoft Office Software (MOS); Word, Excel and PowerPoint.	Principal, Counselor, Administrators	Beginning of the school year
Enroll 7 th and 8 th grade students in “Computer Applications in Business”, CAB courses designed to expose students to career readiness and digital literacy while utilizing Microsoft software; Word, Excel, PowerPoint and Access.	Principal, Counselor, Administrators	Beginning of the school year



Academic Goals

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
Providing Rigor in the Classroom PLC	Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Supporting and Motivation Students to Succeed in Challenging Environments	Teachers/Avid	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 30 students, as evidenced in STEM Academy attendance enrollment.
2. We expect our performance level to be 40 students representing our school demographics by December 2018.
3. The problem/gap is occurring because need more female and minority students.
4. If increased recruitment of females and minority students would occur, the problem would be reduced by getting more students interested in STEM.

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM academy activities will increase from 77% to 89%, as measured by school based data.

The number of all students who enroll in STEM Academy will increase from 30 to 40, representing the demographics of our school with 20 students in a 6th/7th Stem Academy and 20 students in a 8th grade Stem Academy, as measured by STEM Academy attendance enrollment.

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.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff 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?
Teachers will maintain an after school STEM Academy to increase access to STEM content for all students.	STEM sponsor	weekly
Teachers will use STEM robotics projects throughout the 26 week program to engage students in higher order thinking, problem solving and technology/engineering design.	STEM sponsor	weekly
Opportunities for collaboration, communication and critical thinking will be embedded in the STEM curricula.	STEM sponsor	weekly
STEM teacher(s) will promote and communicate STEM opportunities; applying rigorous Science, Technology, Engineering and Mathematics content to all students.	STEM sponsor	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District STEM Academy Trainings for curriculum.	Himmel	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



Academic Goals

		<input type="checkbox"/> Priority 3
Technology training to create inquiry and problem-based lessons.	Himmel	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 16 students needing course recovery, as evidenced in course completion data.
2. We expect our performance level to be 0 students needing course recovery by May 2019.
3. The problem/gap is occurring because students need more support and motivation to succeed in all areas.
4. If early identification of struggling student for mentoring, earlier support for students in ELP and from mentors and increased use of the ZAP program would occur, the problem would be reduced by 100%.

5. SMART GOALS:

EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The number of all students needing course recovery will decrease from 16 to 0, as measured by course completion data.

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

- Intensify focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.
- Strengthen staff ability to engage students for on-track promotion throughout middle school.

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?
Use data to identify struggling students in all grade levels.	Teachers, Counselors and Administrators	Weekly throughout the grading periods
Assign mentors for struggling students.	Counselors and Administrators	Beginning of the year initially and then ongoing as needed
Provide support and PD for mentors.	Mentor Team	Monthly PLCs

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
Mentor Team PLC Meetings to support teacher mentors.	Mentoring teachers, counselors, administrators, support staff, and community members as needed	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Course Recovery PD for teachers involved in ELP and Course Recovery.	Course Recovery and ELP teachers as needed	<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:

1. Our current level of performance is 53% black students achieving proficiency, as evidenced in FSA.
2. We expect our performance level to be on average with the rest of the student body, 70% by May 2019.
3. The problem/gap is occurring because students are not receiving the supports to ensure an equitable education.
4. If mentoring and culturally relevant teaching would occur, the problem would be reduced by a 12% increase in ELA proficiency among black students.

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 53% to 65%, 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 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"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate.	<ul style="list-style-type: none"> • Black students will move to next grade with their cohort.
Student Achievement	<input checked="" type="checkbox"/> Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT). <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increased number of Black students who are participating in SAT in spring 2019.
Advanced Coursework	<input checked="" type="checkbox"/> Ensure that all black students who show potential to succeed in Advanced or Honors courses are scheduled into an appropriate course and provided supports. <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. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increased number of Black student successfully completing advanced and honors classes as measured in FOCUS. • Increased number of Black students enrolled in AVID and ELP for supports.
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> • Decrease in disciplinary infractions of Black students as measure in FOCUS. • Increased positive interactions between staff and students.



Subgroup Goals

ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Decrease in MTSS referrals for black students. Increased supports through Behavioral Specialist, Social Worker and School Psychologist.
Minority Hiring	<input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increased positive school climate among all school staff as measured by AdvancED survey.

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?
Teachers will differentiate instruction for African American students and put positive behaviors in place while ensuring rigor and culturally responsive instruction takes place in 100% of classrooms.	Administrators	Ongoing
Restorative practices will be used by teachers and administrators to ensure African American students are provided equitable opportunities to succeed.	Administrators	Ongoing
ELP will be encouraged for struggling African American students.	Administrators	Ongoing
Administration and teachers will provide and encourage African American students to attend a variety of enrichment activities including STEM, CCN crew and Multi-cultural club.	Administrators	August 2018
Teachers will use materials (books, resources and technology) that are culturally responsible, emphasizing collaborative structures and student-centered conversations.	Administrators	Ongoing
Continuously monitor the percentage of African American students enrolled in AVID and advanced level rigorous courses. AVID teachers will provide African American role models and all teachers will provide outreach for struggling African American students to monitor their success.	Administrators	Ongoing
Each African American student will be assigned a mentor. The mentor will meet with the student 3-4 times a month to review academic performance, ensure individual supports are in place wherever needed, and celebrate successes and accomplishments. This mentor will serve in a case manager style role, developing an individual learner profile and success plan for their student.	Administrators	August 2018



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
Mentor Professional Development to ensure mentors are providing the support needed to effectively mentor African American students.	Mentor Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs for teachers to share effective and rigorous activities that are culturally relevant to and inclusive to for all students.	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 14%, as evidenced in FSA.
2. We expect our performance level to be 32% by May 2019.
3. The problem/gap is occurring because teachers are not scaffolding and differentiating materials enough to meet the needs of all students.
4. If more effective strategies for differentiation would occur, the problem would be reduced by more ESE students achieving proficiency in ELA.

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 14% to 32%, 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).
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
MMI Teachers will meet in professional learning communities at least monthly to discuss and review students' placements, strategies being used, and feedback on these two issues. VE Teachers will meet in PLC's monthly to review student placement and data as well as interventions.	Administrators, MMI Teachers, VE Teachers, VE/TSA Liaison	Monthly
Teachers will share strategies and practices being used that are successful. Teacher will incorporate differentiate instruction and provide supports for ESE students in General Education classes. Teachers will incorporate technology into their lessons to introduce new concepts and enrich already taught concepts.	Administrators, VE/TSA Liaison	Monthly and Ongoing

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	Priority Alignment



Subgroup Goals

	(number and job titles)	
MMI PLC Meeting to discuss effective strategies to improve achievement VE Teachers meet with core content teachers to discuss effective strategies, supports and data to improve student achievement	MMI Teachers, VE Teachers, VE/TSA Liaison	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for ESE PLCs where effective strategies are shared to be used in lessons that improve differentiation of material for ESE students	All Teachers, VE/TSA Liaison	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. 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 13% ELA Proficiency, as evidenced in 2018 FSA Results.
2. We expect our performance level to be 15% by May 2019.
3. The problem/gap is occurring because teachers struggle with providing effective strategies for ELL students consistently.
4. If teachers would use effective strategies consistently would occur, the problem would be reduced by more ELL students making learning gains and achieving proficiency in ELA.

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 13% to 15%, 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.)

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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?
ELA and content area teachers will provide accommodations and strategies that promote instruction and understanding.	Administrators, and ELL and ELA Teachers	Monthly PLC Meetings
All content areas will implement ELL strategies that promote literacy.	Administrators	Weekly Lesson Plans
All content area teachers will offer differentiated strategies in classroom instruction that promotes understanding of content material.	All Teachers	Ongoing

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings incorporating ELL strategies that promote literacy and scaffolding of information.	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 44% achieving Level 5 in ELA, as evidenced in 2018 FSA data.
2. We expect our performance level to be 55% by May 2019.
3. The problem/gap is occurring because gifted students are not being challenged within their normal class settings to elaborate on complex tasks.
4. If higher level questioning and engagement in complex tasks would occur, the problem would be reduced by increasing the number of Gifted Level 5 ELA students.

5. SMART GOALS:

EXAMPLE: The percent of gifted students achieving level 4 or 5 will increase from 77% to 89%, as measured by FSA.

The percent of gifted students achieving Level 5 proficiency in ELA will increase from 44% 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 to gifted 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.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Gifted teachers will provide strategies that promote instruction and understanding in highly complex tasks to promote independent thinking.	Administrators, Gifted Teachers	August and then monthly
All content areas will increase opportunities for gifted students to engage in and respond to rigorous and complex literacy tasks.	Administrators, Gifted Teachers, All Teachers	Ongoing
All content area teachers will offer differentiated strategies in classroom instruction that promotes understanding of content material for all students.	Administrators, Gifted Teachers, All Teachers	Ongoing

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Technology Professional Development for Gifted Students.	Gifted Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroup Goals

Strategies to meet Gifted Creativity and Critical Thinking Standards.	Gifted Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Shark Camp, Shark Orientation/Open House Principal's monthly email Progress Reports Parent/Teacher Conferences 	<ul style="list-style-type: none"> Teachers, Counselors, Administrators 	<ul style="list-style-type: none"> Ongoing throughout the school year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> On line textbooks or textbooks issued FOCUS account Teachers' websites 	<ul style="list-style-type: none"> District, Teachers 	Ongoing throughout the school year
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent/Teacher Conferences Contact Counselors or Administrators 	<ul style="list-style-type: none"> Grade Level Counselor and Administrator 	Ongoing throughout the school year
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Shark Night Information Nights for parents and students Shark Camp for incoming 6th grade students and parents Parent Academic and Support night for students in conjunction with AVID and PTSA Social media connections and school website to promote communications Volunteer and Community Partner Orientation and – invite them to join PTSA and SAC. Volunteer and Community Partner Celebration Involve Business Partners in Rewarding and recognizing Students 	<ul style="list-style-type: none"> Amy Harryman PTSA President School Technology Specialists 	Ongoing throughout the school year

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
Volunteer/Mentor/and Tutor Welcome and Orientation	Parents and Community Business Partners	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Communications professional development for parental contact (face to face, phone, email, etc.)	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Robert	Vicari	White	Principal
Matthew	Little	White	Teacher
Teresa	Bynum	White	Support Employee
Hilman	Reed	Black	Parent
Madeline	Jiron	Hispanic	Support Employee
James	Macchiarola	White	Business/Community
Chris	Crowell	White	Business/Community
Daphne	Dixon-Reed	Black	Parent
Amy	Droste	White	Parent
Sylvie	Bateman	Hispanic	Support Employee
Annette	Tesmer	White	Teacher
Sue	Elsey	Asian	Teacher
Rebecca	Eden	White	Teacher
Monica	Anestin	Black	Support Employee
Erica	Barrera	White	Parent
Gina	Cassa	White	Parent
Danita	Wright	White	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: 8/21/2018 No

Approved at the August SAC Meeting



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1. Academic Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2. Behavioral Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3. Materials and Supplies		\$ 6867.10
	Science textbooks	\$5,000
	Geometry Workbooks - 45	\$315
	Action Magazine (Elsey) 25 @ 9.49	\$237.25
	Jr. Scholastic (Bowen) 25 @ 8.49	\$212.25
	Science World (Schreiner) 75 @ 9.49	\$711.75
	Scope magazine (Glenn) 25 @ 9.99	\$249.75
	10% Shipping and Handling for Magazines	\$141.10
	Balance will be used for classroom Materials	
4. Employee Expenses (i.e., travel, registration fees, etc.)		\$ 225
	Avid Field Trip TDEs	\$225
	[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)		\$ 250
	Webmaster	\$250
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 7342.10		