



# School Improvement Plan SY 2018-19

## BOCA CIEGA HIGH SCHOOL

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## Continuous Improvement

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

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

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

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



# Vision and Direction

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Michael P. Vigue	<b>SAC Chair:</b>	Aaron Sharpe
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<b>School Vision</b>	<i>The Vision of The Boca Ciega High School is 100% Student Success</i>
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<b>School Mission</b>	<i>Our Mission is to Open Doors to Success for Our Students</i>
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1716	66	810	181	66	592	1

<b>School Grade</b>	<b>2018:</b> C	<b>2017:</b> C	<b>2016:</b> C	<b>Title I</b>	YES
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017 %	2016 %
<b>Proficiency All</b>	45	39	36	33	58	59	68	56	53	47	91	91
<b>Learning Gains All</b>	48	39	42	39								
<b>Learning Gains L25%</b>	36	38	33	39								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Vigue	FT	4-10 years
Equity Champion	Kathy	Van Dora	FT	4-10 years
ESE	Lucia	Hagen	FT	11-20 years
Climate and Culture	Derrick	Craun	FT	4-10 years
Assistant Principal	Deb	Fabrizio	FT	4-10 years
Assistant Principal	Ste'Phan	Lane	FT	Less than 1 year
TBA MTSS Coach			FT	Less than 1 year
Literacy Coach	Janet	Harris	FT	4-10 years
Counselor	Caley	Forbes	FT	1-3 years
Counselor	Patti	Banks	FT	1-3 years
Counselor	Joni	Love	FT	20+ years
Counselor	Airelle	Woods	FT	1-3 years
<b>Total Instructional Staff:</b>	<b>103</b>		<b>Total Support Staff:</b>	<b>46</b>



## 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.

### 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 on the FSA ELA assessment will increase from 45 to 50.

### 2. Priority 2: Standards-based instruction

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency on the FSA math assessments (algebra and geometry) will increase from 36 to 43.

### 3. Priority 3: Conditions for learning

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students earning ELA and math learning gains will increase from 48 (ELA) and 42 (math) to 54 (ELA) and 48 (math).



## 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
1.	MTSS	All Priorities	Monitor reoccurring and timely data for -> academic, attendance, discipline, at-risk groups, GEP, ACT/SAT registration, enrollment/withdrawals, EAS referrals, and interventions	<ul style="list-style-type: none"> <li>Use of MTSS threads to address student needs</li> <li>Tier 1, 2, and 3 interventions</li> <li>Prep PLC agendas</li> </ul>	MTSS Instructional Staff Developer (a traded teaching unit)	Counselors, Leadership Team, Clinic Therapist, Social Worker, Psychologist, Teen Parent, Attendance Specialist	Weekly on Mondays during the school day	MTSS agendas, which includes attendance, academic, discipline, at-risk groups, GEP, ACT/SAT registration, enrollment/withdrawals, EAS referrals, and interventions
2.	Administrative Team	All Priorities	Monitor operational schedules, instructional weekly reports, prep for instructional leadership and PLC agendas	<ul style="list-style-type: none"> <li>Prep PLC agendas</li> <li>Weekly report-outs and discussions</li> </ul>	Principal	Principal, Assistant Principal, and Principal’s Secretary	Weekly on Mondays immediately following MTSS	Weekly agendas, which include reoccurring formative data
3.	Instructional Leadership	All Priorities	Monitor instructional data and set/revise action steps for subject area PLCs, develop schoolwide assessment calendar implementation, ISM feedback/growth opportunities, schoolwide note taking, and schoolwide binder usage	<ul style="list-style-type: none"> <li>Set agenda for subject area instructional PLCs</li> <li>Plan for formative assessments</li> </ul>	Principal	Subject Area Department Heads, Principal, Assistant Principals, and Instructional Coaches (Literacy and ½ Math)	Monthly after school on the 1 <sup>st</sup> Mondays	ISM data, cycle data, monthly agendas
4.	Subject Department PLC	All Priorities	Needed to focus on schoolwide and subject specific instructional goals	<ul style="list-style-type: none"> <li>Prep PLC agendas</li> <li>Curriculum pacing and alignment</li> <li>Alignment of lesson targets to rigor of standards</li> </ul>	Subject Area Department Head and one Assistant Principal	All teachers within the department and one Assistant Principal	Second Wednesday or Thursday of each month	Cycle data, monthly agendas



	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
5.	Subject Area Common Planning	All Priorities	Provide the resource of time to all instructional staff so they can effectively co-plan for instructional lessons and assessments	<ul style="list-style-type: none"> <li>Teachers given time to co-plan and to develop common assessments</li> </ul>	Subject Area Department Head and/or teacher leaders	All instructional teachers	Every other day during their planning period	Lesson plans, common assessments
6.	Advanced Placement Teacher PLC	All Priorities	Monitor advanced coursework enrollment, sustainment of targeted groups, PD for scaffolding support, prepping for AP exams	<ul style="list-style-type: none"> <li>Prep PLC agendas</li> <li>Group develops best practices to support all students in AP courses</li> </ul>	Principal	All AP teachers, Principal, Assistant Principals, and PCS Instructional Coach (pre-AP teachers are also invited)	Monthly after school on the 1 <sup>st</sup> Wednesday	Monthly agendas, AP enrollment and sustainment data by subject and subgroup
7.	Improvement Team	All Priorities	Monitor and develop schoolwide systems for PBIS, restorative practices, staff/student incentives, staff/student recognition	<ul style="list-style-type: none"> <li>Prep PLC agendas</li> <li>Voluntary group of teachers develop school wide recognition, incentives, and improvement strategies</li> </ul>	One Assistant Principal	About 15 teachers who volunteer, three Assistant Principals, and Principal	Monthly after school on the 2 <sup>nd</sup> Monday	Monthly agendas, incentive initiatives
8.	AVID Site Team	All Priorities	Monitor and develop AVID Site Plan, all functions and initiatives that support schoolwide instruction, culture, systems, and leadership	<ul style="list-style-type: none"> <li>Prep PLC agendas</li> <li>Cross section of various stakeholders work on AVID school-wide initiatives</li> </ul>	AVID Coordinator	All AVID teachers, about 10 other subject area teachers, all Assistant Principals, Principal, and college partnerships	Monthly after school on the 2 <sup>nd</sup> Tuesday	Monthly initiatives, sustainment of AVID National Demonstration status, school-wide AVID initiatives (use of Focused Note Taking)
9.	Full Staff PD	All Priorities	Resetting the focus (operational and instructional), revisiting formative data points, setting the “why” for	<ul style="list-style-type: none"> <li>Prep agendas</li> <li>Revisit major initiatives in an effort to improve whole school initiatives</li> </ul>	Principal	All staff	Monthly after school on the 3 <sup>rd</sup> Tuesday	Revisiting school-wide initiatives for instruction, leadership, culture, and systems



# 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
			upcoming events/initiatives					
10.	Strategy Walks	All Priorities	Allows instructional staff to learn from each other by visiting classes that are demonstrating schoolwide instructional initiatives (WICOR, monitoring strategies, Focused Note Taking, Schoolwide Binder usage, Feedback strategies, Differentiation)	<ul style="list-style-type: none"> <li>• Prep for schedule of available classrooms to visit a specific instructional strategy</li> <li>• Teachers visit other classrooms and report back on their next steps</li> </ul>	Principal with Instructional Leadership Team	All instructional teachers	Monthly during planning periods	Implementation of new strategies, monthly teacher and administrator professional development meetings
11.	20 and Out PD	All Priorities	Development of instructional focus areas	<ul style="list-style-type: none"> <li>• Prep PLC agendas</li> <li>• Dialog on instructional strategy, while plans for implementation developed</li> </ul>	Literacy Instructional Coach and others	All instructional teachers	Four times during planning periods	<ul style="list-style-type: none"> <li>• Staff sign-ins / attendance at sessions</li> <li>• Implementation of new concepts</li> </ul>



## 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 indicates that 6.0% of all of our students in 2017-2018 earned 10 or more office discipline referrals (ODR). We expect our performance level to decrease to less than 5.0% of all of our students in 2018-2019 earning 10 or more discipline referrals by the end of the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because behaviorally at-risk students are not transitioning into the high school setting effectively.
3. If Restorative practices will be used in lieu of a disciplinary referral whenever appropriate and agree upon by all effected stakeholders would occur, the problem would be reduced by 17%, as evidenced by a reduction in the percentage of students who earn 10 or more discipline referrals from 6.0% to less than 5.0%.
4. We will analyze and review our data for effective implementation of our strategies quarterly through our MTSS PLC.

**5. SMART GOAL:**

The referral risk (percentage of students receiving ODRs) of all students will decrease from 42.5% in 2017-2018 to less than 35.0% in 2018-2019, as measured by FOCUS.

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

**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>	<ul style="list-style-type: none"> <li>• Assistant Principal Ste’Phan Lane and three teachers</li> </ul>	<ul style="list-style-type: none"> <li>• July 9<sup>th</sup> and 10<sup>th</sup>, 2018</li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Assistant Principal Derrick Craun</li> </ul>	<ul style="list-style-type: none"> <li>• June 4<sup>th</sup>-6<sup>th</sup>, 2018</li> </ul>
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>• Assistant Principal Derrick Craun and Improvement Team PLC members</li> </ul>	<ul style="list-style-type: none"> <li>• July 18<sup>th</sup>-26<sup>th</sup>, 2018</li> </ul>
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>• Assistant Principal Derrick Craun with support from Leadership and</li> </ul>	<ul style="list-style-type: none"> <li>• August 6<sup>th</sup> 2018, August 9<sup>th</sup>, 2018, and October 15<sup>th</sup>, 2018</li> </ul>

	Improvement Team PLC members	
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>• MTSS PLC Team members</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> <li>• MTSS PLC Team members</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly during 2018-2019 school year</li> </ul>
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement PLC Team members</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly PLC meetings</li> </ul>

### 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
English and Reading Department Subject Area PLCs	English teachers, reading teachings, literacy coach, and assistant principal	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Mathematics Department Subject Area PLCs	Mathematics teachers, math instructional coach, and assistant principal	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
All Department Subject Area PLCs	All instructional staff members and leadership team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices Professional development	All instructional staff members and leadership team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Circles Professional Development	All instructional staff members and leadership team	<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 88.98%. We expect our performance level to be 92.0% by the end of the 2018-2019 school year.
2. The problem/gap in attendance is occurring because students who are at-risk for attendance may not be fully engaged in school.
3. If we better instructional engagement would occur, the problem would be reduced by 20%.
4. We will analyze and review our data for effective implementation of our strategies weekly through our MTSS team.

### 5. SMART GOAL:

The percent of all students missing more than 10% of school will decrease from 37.87% to at less than 30%, as measured by FOCUS and attendance dashboard data.

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

- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Choose Attendance Strategy

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

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

### 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
Members from the MTSS team (MTSS coach and one assistant principal) will use attendance concerns (generated by instructional staff), daily attendance reports, and attendance anomalies to work with subject	English teachers, reading teachings, math teachers, literacy coach, math coach, MTSS coach, and assistant principal	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



area department teachers monthly. These PD sessions will provide instructional staff with added resources (instructional, motivation, and engagement).		
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## 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, Measureable, Actionable, Realistic, and Timely).

**STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when it is 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:** FSA ELA assessment

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 45%, as evidenced in 2017-2018 proficiency on the FSA ELA assessment.
2. We expect our performance level to be 50% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of the high percentage of students who are scoring below the proficiency level on the FSA ELA when entering high school.
4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 20% and student ELA learning gains would increase from 48% to 58%.

**5. SMART GOALS:**

The percent of all students achieving ELA proficiency will increase from 45% to 50%, as measured by the FSA ELA assessment.

**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.

**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?
Continue to implement weekly common lessons aligned to FSA ELA categories of 1: Key Ideas and Details, 2: Craft and Structure, 3: Integration of Knowledge and Ideas, 4: Language and Editing, and 5: Text Based Writing.	English teachers and Literacy coach	Common planning periods
Enhance grade level specific research projects in English I-IV courses.	English teachers and Literacy coach	Common planning periods
Increase enrollment in our ninth grade Semantics and Logic / Honors Reading yearlong course with the purpose of having students practice (with support) SATpractice.org resources. Infuse SATpractice.org into 11 <sup>th</sup> and 12 <sup>th</sup> grade reading courses and English 3 and 4 honors courses.	English teachers, literacy coach, counselors, and leadership team	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
English Department Subject Area PLCs	English teachers, literacy coach, and assistant principal	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**B. Mathematics Goal**

**DATA SOURCES TO REVIEW: FSA algebra 1 and geometry EOCs**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 36%, as evidenced in 2017-2018 proficiency in algebra 1 and geometry FSA EOCs.
2. We expect our performance level to be 43% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of the high percentage of students who are scoring below the math proficiency level when entering these courses.
4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 20% and student math learning gains would increase from 42% to 54%.

**5. SMART GOALS:**

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

The percent of all students achieving FSA algebra 1 and geometry EOC proficiency will increase from 36% to 43%, as measured by FSA algebra 1 and geometry EOCs.

**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 ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide common planning periods for algebra 1 and geometry teachers for the purpose of developing common lesson plans and assessments which are aligned to the district pacing guides	Math teachers and math coach	During 2 <sup>nd</sup> period common planning periods
Utilize MathiaX (formerly Cognitive Tutor) in geometry classes as a supplemental online resource for skills practice and remediation	Geometry teachers	Weekly for a minimum of 45 minutes
Providing all algebra 1 students with a double block of instruction to allow for added time for remediation and number theory practice	Math coach and leadership team	Summer, when building the master schedule

**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
Math Department Subject Area PLCs	Math teachers, literacy coach, and assistant principal	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**C. Science Goal**

**DATA SOURCES TO REVIEW: NGSSS biology EOC**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 58%, as evidenced in 2017-2018 proficiency in the NGSSS biology EOC.
2. We expect our performance level to be 62% by end of the 2018-2019 school year.
3. The problem/gap is occurring because a large percentage of students begin the biology course behind grade level in reading comprehension.
4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 10% and NGSSS biology proficiency level would increase from 58% to 62%.

**5. SMART GOALS:**

The percent of all students achieving proficiency on the NGSSS biology assessment will increase from 58% to 62%, as measured by the NGSSS biology EOC.

**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 ability to engage students in complex tasks.

**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 Biology teacher common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for re-teaching of skills as needed.	Biology teachers and science department head	During 3 <sup>rd</sup> period common planning periods
Infuse biology related reading comprehension opportunities into ninth and tenth grade reading class rotations.	Biology teachers and 9 <sup>th</sup> /10 <sup>th</sup> grade reading teachers	During class time
Pre-teach prerequisite Biology skills during Earth/Space Science ninth grade courses.	Earth space science teacher	During class time

**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
Biology Subject Area PLCs	Biology teachers, science department head, and assistant principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Biology teachers and 9 <sup>th</sup> /10 <sup>th</sup> grade reading teacher collaboration	Biology teachers and 9 <sup>th</sup> /10 <sup>th</sup> grade reading teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





**D. Social Studies Goal**

**DATA SOURCES TO REVIEW: NGSSS U.S. history EOC**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 68%, as evidenced in the 2017-2018 NGSSS US History EOC.
2. We expect our performance level to be 71% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because a large percentage of students begin the US history course behind grade level in reading comprehension.
4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 10% and NGSSS US history proficiency level would increase from 68% to 671%.

**5. SMART GOALS:**

The percent of all students achieving proficiency will increase from 68% to 71%, as measured by the NGSSS US history EOC.

**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 ability to engage students in complex tasks.

**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 US History teacher common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for re-teaching of skills as needed. The consistent use of student movement, collaboration, accountable talk, and Stanford History Education Group lessons (for appropriate courses) will be areas of focus.	US history teachers and social studies department head	During 7 <sup>th</sup> period common planning periods
AP US History teacher will complete and use a crosswalk of NGSSS US History and AP US History standards.	AP US history teacher and social studies department head	During pre-school week

**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
US history subject area PLCs	US history teachers, social studies department head, and assistant principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW: Modules in the Alliance for a Healthier Generation School Program Assessment**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is eligibility for national recognition for one module, as evidenced in the Alliance for a Healthier Generation School Program Assessment.
2. We expect our performance level to be two modules for national recognition by the end of the 2018-2019 school year.
3. The problem/gap is occurring because we have been unable to attain this added recognition in previous years.
4. If attainment of the second module would occur, the gap would be eliminated.

**5. SMART GOALS:**

The number of Healthier Generation Assessment modules completed for national recognition will increase from 1 to 2.

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

- School team works to implement healthy school activities/initiatives

**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?
Work with site based staff to identify activities to enhance our eligibility	Healthy schools team	Ongoing
Maintain weekly wellness staff updates/activities	Wellness coordinator	Weekly on Wednesdays

**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
Weekly wellness activities	Voluntary participation from staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**G. Career- and College -Readiness**

**DATA SOURCES TO REVIEW: College and Career Acceleration Performance**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 53%, as evidenced in College and Career Acceleration Performance data from 2016-2017.
2. We expect our performance level to be 75% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because a lack of students completing industry certifications or AP/DE qualifying scores.
4. If increased access and support for students in AP, DE, and industry certification courses would occur, the percentage would be increased 75% by the end of the 2018-2019 school year.

**5. SMART GOALS:**

The percent of 12th grade students graduating with a college or career readiness measure will increase from 53% to 75%, as measured by the Florida Department of Education.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).
- Strengthen teacher implementation of rigorous instructional practices.

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

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation, and support for these courses.	Counselors and leadership team	Ongoing, with highlighted recruitment in January 2019
Meeting with upperclassmen (grades 11 and 12) to ensure each student is accessing the appropriate amount of rigorous coursework and/or industry certification opportunities.	Counselors and leadership team	Ongoing, with highlighted recruitment in January 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

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

<b>Professional Learning Description</b>	<b>Participants</b> (number and job titles)	<b>Priority Alignment</b>
AVID Site Team	Various stakeholders	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AP teacher PLC	AP teachers and leadership team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**H. Graduation Goal**

**DATA SOURCES TO REVIEW: FLDOE Graduation Rate**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 91%, as evidenced in 2016-2017FLDOE graduation rate.
2. We expect our performance level to be 92% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because some of our students have literacy and mathematic skill deficits, which discourages these students from attaining on-time graduation completion.
4. If better student engagement would occur, the problem would be reduced by 1%.

**5. SMART GOALS:**

The percent of 12th grade students meeting on-time graduation requirements will increase from 91% to 92%, as measured by the FLDOE graduation rate.

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

- Intensify graduation committee 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 graduate.
- Strengthen staff ability to engage students for on-track promotion throughout high 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?
Provide additional support for students with graduation requirements	MTSS team	Ongoing
Ensure all students know need remediation are provided with additional opportunities during the school day as well as after school	Math teachers, reading teachers, and credit recovery teachers	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
Quarterly review of all academically at-risk students	MTSS team	<input type="checkbox"/> Priority 1 <input 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: FLDOE Graduation Rate**

**REFLECTION:**

1. Our current level of performance is 88%, as evidenced in 2016-2017 FLDOE on-time graduation of black students.
2. We expect our performance level to be 92% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because our black male students may have more difficulty staying engaged in high school.
4. If increased support through AVID, rigorous instruction, and culturally relevant instruction would occur, the problem would be reduced by 4%.

**5. SMART GOALS:**

The percent of black students who earn on-time graduation status will increase from 88% to 92%, as measured by the FLDOE graduation rate for 2018-2019.

- 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	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</li> <li><input checked="" type="checkbox"/> Ensure equitable representation of black learners in school awards/recognition ceremonies.</li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase student engagement</li> </ul>
Student Achievement	<ul style="list-style-type: none"> <li><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.</li> <li><input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</li> <li><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).</li> </ul>	<ul style="list-style-type: none"> <li>• Increase on-time proficiency of black students for the FSA ELA and FSA mathematics EOCs</li> </ul>
Advanced Coursework	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Ensure equity by providing on-site, college readiness testing in every high school.</li> <li><input checked="" type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners.</li> <li><input checked="" type="checkbox"/> Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports.</li> </ul>	<ul style="list-style-type: none"> <li>• AP, DE, and Honors coursework participation and performance gaps will reduce</li> </ul>



## Subgroup Goals

Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Reduction in the number and percent of discipline referrals earned by black students</li> </ul>
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"> <li>Reduction in the number of black students who are identified as ESE</li> <li>Increase in the number of black students dismissed from ESE services (as a result of no longer needing ESE services)</li> </ul>
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"> <li>Increase in the percentage of black instructional staff members</li> </ul>

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?
Increase student awareness, advisement, preparation, and support for these courses through large group, small group, and individual academic counseling. Continue to use AVID as a support for black students (as needed) who enroll in AP and DE courses.	Counselors, AVID site team, MTSS team	Ongoing
Use restorative practices whenever possible when addressing student discipline	All staff	Ongoing

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
Monthly counselor PLCs	Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly AVID site team meetings	AVID site team members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative practices 12 hour PD	All instructional staff, counselors, and administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**B. ESE (Optional, based on school data)**

**DATA SOURCES TO REVIEW: FLDOE Graduation Rate**

**REFLECTION (4 Step Problem Solving):**

1. Our current level of performance is 75%, as evidenced in 2017-2018 FLDOE on-time graduation rate.
2. We expect our performance level to be 92% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students may struggle with instructional standards in core classes.
4. If additional individualized support would occur, the problem would be reduced by 17%.

**5. SMART GOALS:**

The percent of ESE students who earn on-time graduation status will increase from 75% to 92%, as measured by the FLDOE graduation rate.

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.)*

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- 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.

**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?
Case managers and counselors work together to assist students with graduation requirement checks and supports.	ESE case managers, VE specialist, counselors	5 <sup>th</sup> period ESE common planning period
ESE teachers will assist students with literacy skills, math skills, organizational skills, and note taking strategies during learning strategies courses.	ESE teachers	Class time

**2. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
ESE teacher PLCs	ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Counselors PLCs	Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. ELL (Optional, based on school data)**

**DATA SOURCES TO REVIEW:** FSA ELA assessment

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 24%, as evidenced in on-time proficiency of the FSA ELA grade 10 assessment.
2. We expect our performance level to be 38% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because limited English proficiency skills.
4. If additional individualized support and skills practice would occur, the problem would be reduced by 14%.

**5. SMART GOALS:**

The percent of ELL students who earn on-time proficiency on the FSA ELA grade 10 assessment will increase from 24% to 38%, as measured by the FSA ELA grade 10 assessment.

**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.)*

- 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.

**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?
Core subject area in classroom support	Bilingual assistant	Weekly
ELA skills practice small group pullouts	Bilingual assistant	Weekly
Implement weekly common lessons aligned to FSA ELA categories of 1: Key Ideas and Details, 2: Craft and Structure, 3: Integration of Knowledge and Ideas, 4: Language and Editing, and 5: Text Based Writing.	English teachers	Weekly – fall 2018 through winter 2019

**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
English and reading subject area PLCs	English teachers, reading teachers, bilingual assistant, literacy coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Automated phone calls</li> <li>Website updates</li> <li>Academic status updates</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Weekly</li> <li>Minimum twice per quarter</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Parent evening sessions</li> <li>Parent meetings / home visits</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>IEP teams, counselors, teachers, MTSS coach, social worker</li> </ul>	<ul style="list-style-type: none"> <li>Six per month</li> <li>Ongoing</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Student, parent, staff advisement meetings</li> </ul>	<ul style="list-style-type: none"> <li>IEP teams, counselors, teachers, MTSS coach, social worker</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Parent evening sessions</li> <li>Post high school partnerships with higher education, internships</li> <li>COQEBS involvement / membership</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Principal</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Six per month</li> <li>Ongoing</li> <li>Monthly</li> </ul>

### 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
Various planning PLCs (AVID, counselors, ESE, AP teachers, SPC/BCHS, USFSP/BCHS, etc.)	Various stakeholders	<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
Michael	Vigue	White	Principal
Clay	Davis	White	Parent
Maxine	Nicholas	Black	Teacher
Kelly	Fasce	White	Other Instructional Employee
Elisa	Borschel	White	Parent
Brandy	Santiago	Hispanic	Parent
Stacy	Hughes	Black	Parent
Richelle	Harrison	Black	Parent
Destiny	Refuse	Black	Parent
Aly	Auseklis	White	Business/Community
Aaron	Sharpe	White	Parent
Tobey	Alvarez	Hispanic	Teacher
Nate	Southern	Black	Teacher
Cheryl	Greene	Black	Teacher
Freddie	Whitehead	Black	Teacher

## 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: 7/30/2018  No



## BUDGET / SIP FUNDS

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

*Budgeted amounts are approximations.*

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