School Improvement Plan
SY 2018-19

DIXIE M. HOLLINS HIGH SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

Table of Contents

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 Florio	SAC Chair:	Raquel Stiehler

School Vision	To develop leaders driven by a desire to be the best, in a culture of care, concern commitment and communication

School Mission	To be the best public high school in the state of Florida

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1845	153	217	363	82	1024	6

School Grade	2018: C	2017: C	2016: C	Title I	Yes

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	50	40	40	35	54	62	61	51	53	43	85	77
Learning Gains All	50	41	43	39								
Learning Gains L25%	40	36	38	27								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Florio	FT	1-3 years
Equity Champion	Christine	Douglass	FT	4-10 years
ESE	Cindy	Mucerino	FT	11-20 years
ELL	Holly	Roberts	FT	4-10 years
Climate and Culture	Deborah	Caventer	FT	1-3 years
AP	Lisa	Sinatra	FT	20+ years
AP	Eric	Zebley	FT	20+ years
AP	Luke	Kademoff	FT	4-10 years
AP	Nicole	Holcombe	FT	Less than 1 year
MTSS	Scott	Mason	FT	1-3 years
Behavior Specialist	Sheila	Culbreth	FT	11-20 years
Total Instructional Staff: 88			**Total Support Staff:** 60	

B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards based planning, , then the percent of all students engaged in rigorous student-centered instruction will increase from 20% to 75%

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 included in standards based instruction will increase from 50 % to 75%

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with Rigor , then the percent of all students engaged with student centered with rigor will increase from 25% to 75% increase

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	To ensure all students are learning at a high level differentiated to make a learning gain on FSA/EOC	• PD training on New Marzano framework to implement rigorous tasks aligned to standards across all curriculums • Create menu based on teacher input through our data base that will provide ideas and suggestions for teachers to implement and provide regular and routine positive behavior supports in their class room • PD through PLCs and afterschool training workshops on building	Robert Florio, Principal	SBLT	Weekly on Mondays	• Lesson plans developed with student based tasks, aligned to standards monitored through walk through data • All teachers develop and submit individual classroom Positive Behavior Support plan, monitored by Administration • Administration checks lesson plans weekly to ensure student based planned instruction and monitors the implementation through walk throughs

	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
				lessons around standards based instruction through rigor connecting material and content to students careers, lives and personal relationships				
2.	Tier 3 Problem-solving Team	Priority 2	To ensure all students are learning in a positive supportive environment	• School wide implementation of PBIS systems that routinely reward positive academics, behavior and attendance	PBIS Team Leader, Cynthia Mucerino	PBIS Team	Weekly on Mondays	• Team will monitor and manage school wide PBIS plan • Administration team will monitor and manage classroom implementation of teacher's PBIS through walk throughs and lesson plans
3.	Equity Team	Priority 2	Monitor actions taken by all teachers, administration and staff to ensure equity outcomes	• Inservice PD for teachers • PD through Title ! funding after school • PLC Planning • SBLT review of data to measure impact and effect	Prinicpal	SBLT	Weekly on Mondays	• Lesson plan review • Review of data points such as referrals, quarter grades – failure rates and atttendance
4.	Child Study Team	Priority 2	Monitor actions taken by all teachers and staff to ensure students are welcomed in a culture of	• Review data of students with more than 10% absences	APC, Lisa Sinatra	CST	nth	• Review attendance data • Review data on students with more than 10% absences

	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
			positivity and achievement					
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Monitor actions of all core content areas to ensure standards based instruction is occurring in a friendly and welcoming environment through rigorous implementation	• Department meetings • Subject Area PLCs • Instructional Leadership Team Meetings	• Department Chairs • Teacher Leaders • Principal Florio	• Teachers • Content area teachers • Department Chairs	• Monthly • Weekly • Monthly	• Lesson plan monitoring • APs, Literacy Coach,, Math Coach attend and facilitate PLCs • Principal review PLC and I Observation data with Instructional Leaders
6.	Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).*	Priority 1	Monitor the implementation of standards based rigorous instruction across the curriculum and in all classrooms	• Literacy Team meetings • PD workshops in service and after school on utilizing WICOR to increase rigor and student center learning	Literacy Coach, Adella Landstrom	• Core area content teachers	• Monthly on Tuesdays	• Cycle assessment data • Lesson Plans • Attendance in workshops
7.	PBIS Team	Priority 2	Monitor the school wide implementation	• PBIS Team Meetings • MTSS • Faculty Meetings	PBIS Leader Cynthia Mucerino	PBIS	Monthly on Mondays	• Referral data • Attendance data • Performance data

	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
			of Positive Behavior Supports					
8.	Family Engagement Team	Priority 2	Monitor the outreach of families and communities to our school	• Quarterly Family Engagement Nights • New Student Orientation	Principal Florio	SBLT	Monthly on Mondays	• SAC/PTSA membership • Attendance for Family Engagement Nights

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of teachers providing in class positive student behavior supports with implemented system is 25% based on teacher survey and administration observation.   We expect our percentage of classrooms utilizing a positive behavior support plan to rise to 90% by May 2019.

2. The problem/gap in instituting classroom positive behavior supports is due to lack of training and professional development with a focus on each classroom implementing a positive behavior support plan.

3. If All faculty and student support staff participate in district and school-based restorative practice training our overall student referrals will decrease by 25% from 2,798 to 2,140.

4. Our SBLT We will analyze and review our data for effective implementation of our strategies by regular reviewing our referral numbers weekly in our MTSS meetings, review our Rebel Rising data base and PCSB Focus data as well as collecting information from classroom observations and walkthroughs

5. **SMART GOAL:**

EXAMPLE: The referral risk (percentage of students receiving ODRs) 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 referral risk (percentage of students receiving ODRs) of all students receiving office referrals will decrease from 45% to 25%, as measured by Office Referrals.

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.

☐ Choose Climate and Culture Strategy

☐ Choose Climate and Culture Strategy

☐ Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Deborah Caventer	• By 10/31/18
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Deborah Caventer	• Completed
Develop school-wide roll-out and development plan of RP/SEL.	• RP / SBLT/ AP's	• 12 hours of PD by 10/31/18
Professional Development on implementing strategies and techniques to engage and manage classroom.	• Behavior Specialist/ School Psychologist	• Monthly

Monitor and support staff for implementation with fidelity.	• SBLT /APs	• Weekly Administration observations
Review student and teacher data for trends and next steps.	• SBLT / MTSS	• Weekly meeting
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• RP /SBLT	• Weekly meetings. Monthly faculty meetings

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
AVID strategies / Individual Learning trainings and quarterly strategy walks giving teachers the opportunity to witness strategies for increasing rigorous student-centered instruction as a way of work	88 faculty 5 support staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
PBIS / RP team to solicit faculty input and from that offer teachers a menu of choices to implement in the classroom and common areas.	6 member team made up of support and instructions staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide support and training in restorative practice and effective PBIS strategies.	6 member team made up of support and instructions staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Facilitate monthly celebrations of student successes.	SBLT /MTSS 5 administrators 5 support 3 instructional	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 90% . We expect our performance level to be 92% by May 2019.
2. The problem/gap in attendance is occurring because students are not engaged with learning or connected with our school culture..
3. If faculty and support staff were trained in restorative practices and made aware of the critical importance of SEL, the problem would be reduced by increased student sense of being a valued member of the school community and increased desire to attend school on a daily basis.
4. We will analyze and review our data for effective implementation of our strategies by tracking overall and individual student attendance and targeting problem areas.

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 38% to 20%, as measured by attendance 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?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Administrators	& monthly faculty meetings
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	MTSS Scott Mason	Ongoing
Develop and implement attendance incentive programs and competitions.	Scott Mason	Preschool
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Scott Mason	Ongoing
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Scott Mason	Weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Scott Mason	Bi-Weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
• Teachers will upload content based lesson plans into school data base	Aps – Eric Zebley, Lisa Sinatra, Luke Kademoff and Nicole Holcombe	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

• PBIS school wide with regular and routine celebrations and opportunities for all students to be recognized positively for attendance, behavior and performance • SBLT/MTSS Meetings	• Administration, MTSS Coordinator, Literacy Coach, Math Coach, PBIS Team – VE Specialist, Behavior Specialist	☐ Priority 1 ☒ Priority 2 ☐ 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 though the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

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

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

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 50% proficiency, as evidenced in FSA ELA scores.
2. We expect our performance level to be 60% by May 2019.
3. The problem/gap is occurring because students are not fully engaged in rigorous, standards-based instruction, consistently at the level they will be tested at on FSA/EOC/SAT/ACT/AICE
4. If teachers employ and fully implement the Marzano framework to increase student ownership and engagement, while building collaborative student centered lessons our student learning gains should increase 10% to 60% overall for both 9th and 10th grades.

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 10th grade students increasing proficiency in ELA will increase from 49% to 59%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☐ Choose Strategy
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Literacy coach providing training and modeling strategies for teachers	Adella Landstrom	Monthly

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
ELA professional development on site and through core-connections	ELA Teachers-14 Literacy Coach - 1	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Weekly subject area PLC during common planning	ELA teachers - 14	☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40%, as evidenced in our Mathematics Achievement
2. We expect our performance level to be 45% by May 2019.
3. The problem/gap is occurring because students lack basic building blocks necessary to master Algebra and Geometry skills.
4. If faculty participates in focused professional development and fully implements Marzano strategies , the problem would be reduced by 10% and student learning gains would increase by 10%.

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 9th grade students achieving Algebra 1 proficiency will increase from 25% to 30%, as measured by Algebra 1 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.

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Math Staff Developer will provide ongoing PD and support	Valerie Pinzon	Ongoing
Teachers will be expected to participate in focused PLC	Rob Romano	Weekly
Teachers will common plan and utilize best practices to reach all students in each classroom	AP/Algebra A/B and 1 Teachers	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
Monthly PD onsite training led by our Math Staff Developer – designed to maximize differentiation based on student data to close learning gaps and ensure each student make a learning gain	Algebra 1 teachers -4 Math Coach - 1	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Teachers will participate in subject area PLC weekly during common planning – review data and plan for differentiation	Algebra 1 teachers - 4	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Geometry teachers will work within PLCs and with Math Staff Developer to review individual student data, common plan and strategize about closing learning gaps and ensure all students make a gain	Geometry Teachers – 3 Math Staff Developer	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 54%, as evidenced in Biology EOC.
2. We expect our performance level to be 75% by May 2019.
3. The problem/gap is occurring due to lack of common planning and targeted PD around standards based instruction.
4. If an increase in standards based instructional PD would occur, the problem would be reduced by 21% and student learning gains would increase by 21%.

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 proficiency in Biology will increase from 54% to 75%, as measured by 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.

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Focused school based and district PD	Lamore	Monthly
Weekly PLC during common planning	Lamore	Weekly
Weekly walkthrough observations and feedback	AP's	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 Professional Development around standards- based teaching	Biology teachers – 4 – District Science Staff Developer	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Site based literacy standards training	Biology teachers 4 Literacy coach -1	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Weekly subject area PLC's during common planning where analysis of Cycle Testing data is reviewed – gap assessments are targeted and instruction is planned for	Biology Teachers – 4 Principal	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 61% of our students are at the proficiency level, as evidenced in The US History EOC.
2. We expect our performance level to be 72% by the end of 2019 school year.
3. The problem/gap is occurring because students are not being challenged consistently in standards based rigorous tasks.
4. If rigorous standards based student center rigorous tasks would occur, the problem would be reduced by preparing students for the rigor of the EOC Click or tap here to enter text. and student learning gains would increase by 10%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving US History proficiency will increase from 61% to 72%, as measured by EOC

The percent of 11th grade students increasing their proficiency score will increase from 61% to 72%, as measured by EOC.

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.

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?
Literacy Coach will work with teachers to increase reading content comprehension and vocabulary skills	Literacy Coach	Weekly PLCs
Teachers will use common planning to create standards based content with task alignment	Administration	Weekly PLCs
Teachers will use common planning to create common assessments Teachers will use common planning to review data and plan for differentiated instruction	Administration	Weekly 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
Weekly PLCS where data is reviewed, differentiation is planned and strategies and common planning is coordinated	4 US History Teachers Principal	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Weekly core content Literacy meetings	1 Literacy Coach 4 US History Teachers	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Strategy walks	4 US History Teachers 1 Department Chair 1 Literacy Coach	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 1 module, as evidenced in Alliance for Healthier Schools.
2. We expect our performance level to be 2 or more modules by May 2019.
3. The problem/gap is occurring because lack of involvement with healthy schools initiative.
4. If we had a team actively involved in furthering this initiative , the problem would be reduced by half.

5. **SMART GOALS:**

> EXAMPLE: The number of Healthier Generation Assessment modules completed for national recognition will increase from 4 to 6.

The percent of benefiting from healthy school programs will increase from 20% to 50%,.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Select and encourage a team to work toward wellness and further healthy schools agenda	Christine Douglass	Preschool & 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
Wellness Champ training	1-Wellness Champ	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 53 percent of our students have an Industry Certification, Dual Enrollment Credit or AICE/AP credit, as evidenced in school grade acceleration cell.

2. We expect our performance level to be 60 percent by May of 2019.

3. The problem/gap is occurring because we need to track and monitor our student cohorts to ensure each student is scheduled and tracked to graduate with a college and career credential.

4. If scheduling fidelity would occur, the problem would be reduced by increasing the number of students who leave with a college and career credential.

5. **SMART GOALS:**

EXAMPLE: The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 89%, as measured by course completion and industry certification data.

The percent of 12th grade students leaving with a college or career credential increase from 53% to 60% as measured by course completion and industry certification data

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

☐ Choose Strategy

☐ Choose Strategy

☐ Choose Strategy

6. **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?
Counselors will manage and track their students in appropriate course work	APC/Sinatra	Monitored throughout the year
Track student data and progress in course work	SBLT/MTSS Teams/Principal	Monthly

7. **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

8. **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
CATE District Personnel will provide data and information related to Career and College completion	Guidance Counselors/ APC/Principal	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 85% , as evidenced in our school grade Graduation cell.
2. We expect our performance level to be 95% by June 2019.
3. The problem/gap is occurring because too many students are entering their senior year needing a passing reading score.
4. If students are exposed to SAT/ACT prep in their ELA/ Reading classes, , the problem would be reduced by 10%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students graduating on-time with their cohort will increase from 85% to 88%, as measured by FLDOE final graduation file.

The percent of all students graduating on tie with their cohort will increase from 85% to 95% as measured by FLDOE final graduation file

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?
Manage and monitor senior cohort weekly	MTSS Staff Developer/ Senior Guidance Counselor/ Principal	Weekly
Identify any senior from cohort off track due to GPA or concordant score and provide differentiated support and assistance	MTSS Staff Developer/ Senior Guidance Counselor/ Principal	Quarterly
Senior Parent Nights	MTSS Staff Developer/ Guidance Department/ Administration	Once per semester

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
MTSS/SBLT Meetings	MTSS/SBLT Teams	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

4 Subgroup Goals

Subgroups

A. Bridging the Gap with Equity for All: Black Students
DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 72%, as evidenced in Graduation Rate.
2. We expect our performance level to be 82% by May 2019.
3. The problem/gap is occurring because disparity in culturally responsive instructional strategies leaving black students feeling disconnected academically and socially.
4. If more teachers were trained in culturally responsive teaching methods, the problem would be reduced by 10%
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 graduating on time will increase from 72% to 82%, as measured by 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 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	☒ 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. ☐ Choose Strategy ☐ Choose Strategy	• Teachers will integrate culturally responsive strategies thereby creating a more inclusive learning environment and increased connectedness
Student Achievement	☒ 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. ☐ Choose Strategy ☐ Choose Strategy	• Black students will be more engaged in day to day learning in the classroom.
Advanced Coursework	☒ 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. ☐ Choose Strategy ☐ Choose Strategy	• More of our black students will be enrolled in advanced classes and will be provided the academic supports needed to be successful.
Student Discipline	☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy ☐ Choose Strategy	• Teachers trained in and implementing restorative practices will reduce lost instructional time due to a reduction in out of class referrals.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• Black students will be fairly and adequately evaluated using district guidelines and resources before ESE determinations are made.

Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Increase minority hiring through taking advantage of the district office's pool of quality minority candidates.

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?
Professional Development around Equity and Restorative practice	Caventer	Preschool / ongoing
Development and implementation of school wide PBS plan	Mucerino	Preschool / 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
12 hours of restorative practice training	88-faculty 5 administrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Site and district- based PD around Equity	40 faculty 5 adminsitrators	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 68%, as evidenced in graduation rate
2. We expect our performance level to be 75% by May 2019.
3. The problem/gap is occurring because mainstreamed ESE students require additional classroom supports.

4. **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 students achieving ELA proficiency will increase from 8% 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 ESE 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.

☐ Choose Strategy

☐ Choose Strategy

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?
Increase the impact of ELA support through small group pullouts and one and one tutoring with students.	Sandra Hockman/ Jonathan Hurley	Weekly
Coach and develop staff's understanding of ESE needs in terms of differentiation and scaffolding for ESE students	Cindy Mucerino	Preschool / monthly PLC

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**
On site and district PD around differentiation, learning styles and scaffolding	88 faculty 4 administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
All faculty complete will be offered ESE training on how to differentiate, manage and increase performance of all ESE students in after school sessions	Teaching faculty 5 administrators	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

C. ELL (Optional, 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 60% ELA gains in 9th and 10th grade ELL students, as evidenced in FSA.
2. We expect our performance level to be 75% by May 2019.
3. The problem/gap is occurring because language barriers and need for intensive language instruction.
4. If teachers across the content employed ELL literacy strategies, the problem would be reduced by 15%.

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 making ELA gains will increase from 60% to 75%, as measured by ELA FSA

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

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensuring teachers are cognizant of ELL population's needs	Holly Roberts	Ongoing
Providing on site and district level PD opportunities around ELL	Administration	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
All teachers are ELL certified or endorsed	88 faculty	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Teachers engage in ongoing collaboration around ELL literacy strategies and discussion of specific student needs in weekly PLC	88 faculty 3 ESOL associates	☒ Priority 1 ☒ Priority 2 ☐ 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.	• Family Engagement Nights including Freshman Night, Parent University and Senior Night have been scheduled for fall and spring semester	• Family Engagement – Principal Florio • Freshman Night – Florio – Freshman Teaching Team and MTSS Coordinator Scott Mason • Senior Night – Florio and Senior Guidance Counselor Alison Meyer	• Family Engagement – Fall and Spring Semester • Freshman – at half way point of each quarter – 1-3 • Senior – Fall and Spring Semester
2. Provide academic tools to families in support of their students' achievement at home.	• Sign up parents into FOCUS • Provide FASFA and other college information to parents •	• Florio – Principal • Mason – MTSS • Meyer – Guidance • Freshman Teaching Team	• Each semester fall and spring
3. Purposefully involve families with opportunities for them to advocate for their students.	• Use Engagement Nights to help and assist families be vested and connect to our school • Encourage and equip parents with tools to monitor students growth through Portal and our school's Rebel Rising data base	• Florio- Principal • Mason – MTSS • Meyer – Guidance • Freshman Teaching Team	• Each semester fall and spring
4. Intentionally build positive relationships with families and community partners.	• Weekly Connect Ed messages by principal • Parent Engagement Nights for all students	• Florio – Principal • Mason – MTSS • Meyer – Guidance • PBIS Team	• Each semester fall and spring

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
SBLT meeting to instruct and coordinate outreach plan to parents. Information and responsibilities will be reviewed to assist each and every family access the information they need to support their student	Florio - Principal Mason – MTSS Guidance Team - 4 APC – Sinatra Family Liaison Coordinator Social Worker	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Robert	Florio	White	Principal
Raquel	Sthleir	Hispanic	Parent
Nidia	Quatararo	Hispanic	Parent
Chris	Rogers	White	Parent
Calvin	Williams	Black	Parent
Kyle	Brown	Black	Teacher
Maribel	Jeffo	Hispanic	Teacher
Christine	Cook	White	Teacher
Micahel	Pinenda	Hispanic	Teacher
Mel	Garcia	Hispanic	Student
Lannie	Salebra	White	Business/Community
Caryn	Guardabascio	White	Support Employee
Rebeca	Alt	Multi	Support Employee
		Select	Choose an item.

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes   ☐ No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes, Committee Approval Date: 9/13/2018   ☒ No

BUDGET / SIP FUNDS

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

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