



School Improvement Plan SY 2018-19

DUNEDIN HIGHLAND MIDDLE SCHOOL

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Pinellas County Schools

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Michael Vasallo	SAC Chair:	Allison Eaddy
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School Vision	Dunedin Highland Middle School will establish a close working relationship with our neighboring community, demonstrating pride and respect for diverse cultural and socio-economic backgrounds, striving for 100% student success. We look to be a leader in cutting-edge technology, research-based learning strategies, and professionally developed educators.
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School Mission	Dunedin Highland Middle School will close the achievement gap and open new learning opportunities to ensure that all of our scholars make academic gains by providing a safe and respectful environment, inspiring excellence in educational practices and student achievement, and demonstrating pride in our school community.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1020	66	220	236	46	452	0

School Grade	2018 C	2017 C	2016 C	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	49	47	52	52	44	41	62	58	87	79	N/A	N/A
Learning Gains All	51	48	54	54								
Learning Gains L25%	35	26	32	40								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Vasallo	FT	1-3 years
Assistant Principal	Calla	Alford	FT	4-10 years
Assistant Principal	Toni	Powers	FT	4-10 years
Assistant Principal	Jenieff	Watson	FT	4-10 years
Equity Champion	Jacqueline	Bailey-Pena	FT	20+ years
SBLT/Teacher	Barbara	Rijo	FT	4-10 years
Restorative Practices	Tracy	Carter	FT	4-10 years
ESE	Erin	Clarke	FT	4-10 years
ELL	Margaret	Litten	FT	1-3 years
Climate and Culture	Suzanne	Hickman	FT	1-3 years
Climate and Culture	Monette	Smith	FT	20+ years



Guidance Chair	Courtney	Northcutt	FT	1-3 years
Social Studies Chair	Mary	Corbett	FT	11-20 years
Math Chair	Cesar	Riquet	FT	4-10 years
ELA Chair	Kathleen	Earle	FT	11-20 years
Science Chair	Andrew	Reeves	FT	11-20 years
ELP Chair	Doug	Williams	FT	4-10 years
SBLT/Teacher	Lisa	Brackney	FT	4-10 years
AVID Coordinator	Melody	Eggers	FT	4-10 years
Total Instructional Staff:	54	Total Support Staff:	40	

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 – Common Planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency on FSA Reading will increase from 49% to 54%

2. Priority 2: Conditions for learning – Push-In Restorative Practices

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of black students receiving out of school suspension will decrease from 57% to 37%.

3. Priority 3: Standards-based instruction – Focused Notetaking for all students and AVID Binders in 6th grade, with a long term goal of implementing notebooks in all grade levels by 2019-2020.

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency on FSA Reading will increase from 49% to 54%.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards and support conditions for learning in order to increase student FSA proficiency	<ul style="list-style-type: none"> Define a secretary and a data champion for the team. Monitor Tier 1 initiatives and problem solve based on schoolwide data. Present SBLT data and initiatives to SAC at monthly meetings. Monitor SAM input and data through SBLT Training on Lesson Planning Resources Weekly instructional reports Bi-Weekly Lesson Plan reports Pre-Assess and Monitor teacher-student relationships 	Principal and Restorative Practices Trainer	Principal, Assistant Principals, Department Chairs, ELL Goal Manager, AVID Coordinator, VE Liaison, Restorative Practices Trainer, Emerging Leaders.	Weekly on Fridays	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets and performance scales Implementation of Focused Note Taking Use of AVID Binders in all 6th grade classes Students in class, engaged in active learning. SBLT and SAC Meeting Minutes Referral Data, OSS data, Attendance data, ISM data, iObservation data, Cycle Assessment results, and SAM 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
2.	Tier 3 Problem-solving Team (MTSS Team)	Priority 2	<i>Support conditions for learning in order to increase student engagement, reduce OSS, and therefore increase FSA proficiency</i>	<ul style="list-style-type: none"> • <i>Monitor and problem-solve around discipline data and Push-in Process.</i> • <i>Pre-Assess and Monitor teacher-student relationships</i> • <i>Implement interventions for small groups of students (tier 2) and individual students (tier 3) as their response to intervention dictates.</i> • <i>Proactively schedule topics for MTSS teams.</i> • <i>Review data from School Profiles bi-weekly. One meeting per month dedicated to Academic data, and one meeting per month dedicated to Discipline data.</i> 	Mrs. Watson, Assistant Principal	Principal, Assistant Principals, School Counselors, School Psychologist, Social Worker, VE Liaison, Restorative Practices Trainer, Behavior Specialist.	Weekly on Monday Afternoons	<ul style="list-style-type: none"> • <i>Students in class, engaged in active learning.</i> • <i>Calendars, Agendas, and Minutes.</i> • <i>SAM Assessments.</i>
3.	Equity Team	Priority 2	<i>Support conditions for learning in order to increase student engagement, reduce OSS, and therefore increase FSA proficiency</i>	<ul style="list-style-type: none"> • <i>Training on Restorative Practices</i> • <i>Monitor and problem-solve around discipline data and Push-in Process.</i> 	Equity Champions	Principal, Assistant Principals, Equity Team, Emerging Leaders,	Wednesday Afternoons	<ul style="list-style-type: none"> • <i>Students in class, engaged in active learning.</i>
4.	Child Study Team	Priority 2	<i>Support conditions for learning in order to increase student</i>	<ul style="list-style-type: none"> • <i>Monitor and problem-solve around attendance data</i> 	Grade Level APs	Attendance Specialist, Assistant	Wednesday 2 nd period	<ul style="list-style-type: none"> • <i>Students in class, engaged in active learning.</i>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			<i>engagement, reduce OSS, and therefore increase FSA proficiency</i>			Principals, Counselors.		
5.	Subject Area PLCs	Priority 1	<i>Monitor instructional implementation of grade-level standards and support conditions for learning in order to increase student FSA proficiency</i>	<ul style="list-style-type: none"> • Training on Lesson Planning Resources • Weekly instructional reports • Bi-Weekly Lesson Plan reports 	Subject area AP and Department Chair	AP, Department Chair, and subject area teachers	<ul style="list-style-type: none"> -Weekly grade level meeting -Monthly department meeting (3rd Tuesday of each month. -Weekly common planning with monthly visit from administrator 	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
6.	Literacy Leadership Team	Priority 3	<i>Monitor instructional implementation of grade-level standards and support conditions for learning in order to increase student FSA proficiency</i>	<ul style="list-style-type: none"> • Seek and provide lesson planning resources for ELA • Support Reading across content areas • Support school-wide reading initiatives. 	Mrs. Watson and Mrs. Earle	AP, Department Chair, committee members and student members.	4 th Tuesday of each month	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
7.	PBIS Team	Priority 2	<i>Support conditions for learning in order to increase student</i>	<ul style="list-style-type: none"> • Plan/Calendar PBIS rewards and events in advance. 	Mrs. Watson and Mr.	AP, Chair, and Committee Members	4 th Tuesday of each month	<ul style="list-style-type: none"> • Students in class, engaged in active learning.



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			<i>engagement, reduce OSS, and therefore increase FSA proficiency</i>	<ul style="list-style-type: none"> Utilize token economy/positive referral process to recognize students who follow our REP. Obtain student input for PBIS events and rewards. Implement Regular teacher recognition program and capture their work in pictures and video to share on announcements and social media. Electronic surveys regarding school processes and initiatives. Faculty meetings, Grade Level Meetings, Department PLCs, Committee Meetings, and Professional Development. 	Paschopoulos			<ul style="list-style-type: none"> <i>Professional development, mentoring, and coaching logs.</i> <i>PLC Data sharing and minutes.</i> <i>Survey results.</i>
8.	Family Engagement Team	Priority 2	Support conditions for learning in by supporting our families and engaging the community to increase student engagement, reduce OSS, and	<ul style="list-style-type: none"> Explore development of a new student orientation process. Work with PTA to establish and promote highly relevant and engaging topics for monthly meetings. 	Principal, Family and Community Liaison.	Principal, FCL, Academy Leader, Community Members.	Monthly	<ul style="list-style-type: none"> Attendance at parent nights Parent Surveys



	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
			therefore increase FSA proficiency.	<ul style="list-style-type: none"> Host a STEAM night to engage families in school theme and expose them to opportunities in the community. Partner with Pinellas African-American History Museum for Professional Development and Mentoring 				
9.	Grade Level Teams	All Priorities	<ul style="list-style-type: none"> <i>Support conditions for learning in order to increase student engagement, reduce OSS, and therefore increase FSA proficiency.</i> <i>Monitor instructional implementation of grade-level standards and support conditions for learning in order to increase student FSA proficiency</i> 	<ul style="list-style-type: none"> Place focus on L25 students as number one priority Monitor which students are having success and what strategies are working for them. Monitor which students are not having success. Find out who is having success with the struggling students and what strategies are working for struggling students. Quarterly Grade Level Assemblies to define and reinforce new school Mission: Respect, Excellence, and Pride. 	Grade Level AP, Principal	Grade Level House, and Grade Level Teachers.	Weekly on Wednesday Mornings grade level PLC and weekly common planning With monthly monitoring From content area administrator	<ul style="list-style-type: none"> <i>Students in class, engaged in active learning.</i> <i>Professional development, mentoring, and coaching logs.</i> <i>PLC Data sharing and minutes.</i> <i>Referral data: Discipline and Positive referrals.</i>



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				<ul style="list-style-type: none">• Update common area signage to reflect new expectations.• Refine Schoolwide Expectation Lesson Plans to reflect new Mission and Vision (1st 7 Days).• Character Education words of the day and school mission daily on AM and PM Announcements.				



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is that 51% of our referrals are for Defiance or Class/Campus Disruption (1608 total occurrences), contributing to more than 1000 assignments to ISS or OSS . We expect our performance level to be reduced by 100 assignments to ISS or OSS.
2. The problem/gap in behavior performance is occurring because teachers are not able to discuss discipline incidents and restore relationships while teaching the curriculum.
3. If the implementation of a restorative push-in process ⁽⁰⁹¹⁾100 assignments to ISS or OSS ⁽⁰⁶³⁾our discipline consequence data .
4. We will analyze and review our data for effective implementation of our strategies by monitoring our discipline data bi-weekly in SBLT and making adjustments to the process as needed..

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 referrals will decrease from 36% to 33%, as measured by the end of the year ODR data in the School Profile Dashboard.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• Principal	• June 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Principal	• June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• Restorative Practices Team	• June 2018
<i>Conduct learning opportunities.</i>	• Restorative Practices Trainer and Administrative Team	• August-October 2018
<i>Monitor and support staff for implementation with fidelity.</i>	• Administrators, Student Services Team, SBLT	• Bi-Weekly in SBLT.



Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> SBLT 	<ul style="list-style-type: none"> Bi-Weekly
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Restorative Practices Team 	<ul style="list-style-type: none"> Monthly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Marzano Focus Model	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Planning Template Training	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Focused Note Taking (FNT)	54 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project Based Learning	54 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices Day One - August	54 Teachers, and 25 Support Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices Day Two - October	54 Teachers, and 25 Support Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Push-in Process	54 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Grade Level PLCs	54 Teachers (Three 18-Teacher Teams)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs	54 Teachers (Teams of 5-8, led by Department Chair)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty Meetings – Lesson Planning, AVID Strategies, and Restorative Practices Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly PD – Various Topics including: Standard Based Instruction, AVID Strategies, Restorative Practices	54 Teachers (during common planning)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Community Building at the Pinellas African American History Museum	54 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 23% of our students miss 10% or more school days. We expect our performance level to be 18% by end of the school year.
2. The problem/gap in attendance is occurring because students are skipping class after being sent out of class by a teacher.
3. If the Push-In Process would occur, the problem would be reduced by 5 %.
4. We will analyze and review our data for effective implementation of our strategies by reviewing monthly in SBLT.

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 23% to 18%, as measured by attendance data in school dashboard.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Grade Level APs	Grade Level Meetings
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	SBLT	Quarterly
<i>Develop and implement attendance incentive programs and competitions.</i>	PBIS Committee	Monthly
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Child Study Team	Weekly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Child Study Team	Bi-Weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	MTSS Team	Bi-Weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT and APs	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
Restorative Practices Day One - August	54 Teachers, and 25 Support Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices Day Two - October	54 Teachers, and 25 Support Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Push-in Process	54 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Grade Level PLCs	54 Teachers (Three 18-Teacher Teams)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, 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:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 35% of our L25 students are making learning gains, as evidenced in the 2018 FSA ELA Reading and Writing Assessments.
2. We expect our performance level to be 40% of our L25 Reading Students making learning gains by FSA.
3. The problem/gap is occurring because standards based tasks with standards based student evidence is not occurring 22% of the time in ELA classes during ISM visits.
4. If standards based planning would occur, the problem would be reduced by 5%.

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 who are L25 making learning gains in Reading will increase from 35% to 40%, as measured by FSA.

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.
- 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?
ELA teachers will use common planning time to collaboratively plan standards-based lessons	Earle	Monthly
ELA Lesson Plans will be monitored to ensure that text based writing is taking place at least twice a week	Watson	Department PLCs and Administrative Team Meetings
Biweekly assessments will be utilized to monitor L25 students on their progress in real time	Watson	Bi-Weekly
ELA Lesson Plans will be monitored to ensure standards based instruction and task-standard alignment are accurate	Watson	Weekly Walk-Throughs, Administrative Team Meetings.
Conduct Professional Development for AVID Focused Note Taking implementation and monitor in walk-throughs	AVID Site Team	Faculty Meetings, Dept. Meetings, monitored on walk-throughs.
Monitor iReady usage to reach the goal of 45 minutes per week and 75% pass rate	Watson	Dept. Meetings
Track L25 students on the L25 monitoring board in each grade level house	Grade Level APs	Grade Level 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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Marzano Focus Model	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Planning Template Training	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Focused Note Taking (FNT)	54 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project Based Learning	54 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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Department PLCs	54 Teachers (Teams of 5-8, led by Department Chair)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty Meetings – Lesson Planning, AVID Strategies, and Restorative Practices Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 32% of our L25 students are making learning gains in Math, as evidenced in Math FSA.
2. We expect our performance level to be 40% by FSA 2019.
3. The problem/gap is occurring because standards based tasks with standards based planning is not occurring 48% of the time in Math classes during ISM visits .
4. If standards based planning would occur, the problem would be reduced by 8 %.

5. SMART GOALS:

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

The percent of all students who are L25 making learning gains in Math will increase from 32% to 40%, as measured by FSA 2019.

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.
- 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 teachers will use common planning time to collaboratively plan standards-based lessons	Mr. Riquetti	Weekly
Math Lesson Plans will be monitored to ensure that lessons from Learnzillion - Illustrative Math (formerly Open Up Resources) at least twice a week	Mrs. Powers and teachers	Department PLCs and Administrative Team Meetings
Unit mini assessments will be utilized to monitor L25 students on their progress in real time	Mrs. Powers and teachers	Bi-Weekly
Math Lesson Plans will be monitored to ensure standards based instruction and task-standard alignment are accurate	Mrs. Powers and teachers	Weekly Walk-Throughs, Administrative Team Meetings.
Conduct Professional Development for AVID Focused Note Taking implementation and monitor in walk-throughs	AVID Site Team	Faculty Meetings, Dept. Meetings, monitored on walk-throughs.
Monitor journal usage in intensive math classes in lesson plans and on walk-throughs	Mrs. Powers and teachers	Dept. Meetings
Track L25 students on the L25 monitoring board in each grade level house	Grade Level APs	Grade Level 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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Marzano Focus Model	9 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Planning Template Training	9 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Focused Note Taking (FNT)	9 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project Based Learning	9 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level PLCs	9 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs	9 Teachers (led by Department Chair)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty Meetings – Lesson Planning, AVID Strategies, and Restorative Practices Overview	9 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT Overview	9 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 44% of our students are proficient, as evidenced in SSA 2018.
2. We expect our performance level to be 50% by SSA 2019.
3. The problem/gap is occurring because standards based tasks with standards based student evidence is not occurring 40% of the time in Science classes during ISM visits.
4. If standards based tasks would occur, the problem would be reduced by 6%.

5. SMART GOALS:

EXAMPLE: The percent of 8th gradestudents achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students reaching level 3 or higher on Science SSA will increase from 44% to 50%, as measured by SSA 2019.

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?
Science teachers will use common planning time to collaboratively plan standards-based lessons.	Teachers and Mr. Reeves	Monthly
Science Lesson Plans will be designed by teachers and monitored to ensure that the complexity level of the standards match the complexity level of student tasks.	Teachers and Ms. Alford	Department PLCs and Administrative Team Meetings
Unit mini assessments will be utilized by all science teachers to monitor all students on their progress in real time.	Teachers and Ms. Alford	Bi-Weekly
Science Lesson Plans will be designed by teachers and monitored to ensure standards based instruction and task-standard alignment are accurate	Teachers and Ms. Alford	Weekly Walk-Throughs, Administrative Team Meetings.
Teachers will engage in Professional Development opportunities focused on AVID strategies implementation and monitored in walk-throughs	AVID Site Team	Faculty Meetings, Dept. Meetings, monitored on walk-throughs.
Teachers and administrators will track L25 students on the L25 monitoring board in each grade level house	Teachers and Grade Level APs	Grade Level 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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Marzano Focus Model	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Planning Template Training	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Focused Note Taking (FNT)	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project Based Learning	8 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level PLCs	8 Teachers (Three 18-Teacher Teams)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs	8 Teachers (Teams of 5-8, led by Department Chair)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty Meetings – Lesson Planning, AVID Strategies, and Restorative Practices Overview	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT Overview	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 62% of our students are at level 3 or higher, as evidenced in Civics EOC 2018.
2. We expect our performance level to be 67% by Civics EOC 2019.
3. The problem/gap is occurring because the level of rigor is not appropriate 54% of the time in Social Studies classes during ISM visits.
4. If lessons were planned with the appropriate level of rigor would occur, the problem would be reduced by 5%.

5. SMART GOALS:

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

The percent of 7th grade students performing at level 3 or higher on Civics EOC will increase from 62% to 67%, as measured by Civics EOC 2019.

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

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content using differentiated/a scaffolded instruction to meet the needs of each student.
- Support staff to engage in common planning practices and utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Social Studies teachers will use common planning time to collaboratively plan standards-based lessons with Rigor	Mrs. Corbett and teachers	Monthly
Social Studies Lesson Plans will be designed and monitored to ensure that the complexity level of the standards match the complexity level of student tasks.	Teachers and Ms. Alford	Department PLCs and Administrative Team Meetings
Unit mini assessments will be utilized to monitor all students on their progress in real time	Teachers and Ms. Alford	Bi-Weekly
Social Studies Lesson Plans will be designed and monitored to ensure standards based instruction and task-standard alignment are accurate	Teachers and Ms. Alford	Weekly Walk-Throughs, Administrative Team Meetings.
Teachers will engage in Professional Development opportunities focused on AVID strategies implementation and monitored in walk-throughs	AVID Site Team	Faculty Meetings, Dept. Meetings, monitored on walk-throughs.
Teachers will utilize district bell work in Social Studies that practices skills, not fact recall.	Mrs. Corbett and teachers	Department PLCs
Track L25 students on the L25 monitoring board in each grade level house	Grade Level APs and teachers	Grade Level 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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Marzano Focus Model	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Lesson Planning Template Training	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Focused Note Taking (FNT)	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project Based Learning	8 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level PLCs	8 Teachers (Three 18-Teacher Teams)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs	8 Teachers (Teams of 5-8, led by Department Chair)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty Meetings – Lesson Planning, AVID Strategies, and Restorative Practices Overview	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT Overview	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is out of six modules complete, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework .
2. We expect our performance level to be 6 out of 6 modules eligible for bronze by May 2019.
3. The problem/gap is occurring because the school has not had a consistent healthy schools team.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

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

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

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?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student	Assemble a Healthy School Team made up of a minimum of four	August 2018
Attend district supported professional development.	Healthy Schools Team	August 2018-May 2018
Complete Healthy Schools Program Assessment	Healthy Schools Team	August 2018-September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy Schools Team	October 2018-April 2018

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
Healthy Schools Program Training Component #19545	Healthy Schools Team	<input type="checkbox"/> Other Priority



Academic Goals

School Improvement Plan 2018-19

Healthy School Team A: Assessment Component #19534	Healthy Schools Team	<input type="checkbox"/> Other Priority
Healthy School Program B: Smart Snacks in School Component #19549	Healthy Schools Team	<input type="checkbox"/> Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy Schools Team	<input type="checkbox"/> Other Priority



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 21% of our L25 students are participating in ELP programs, as evidenced in ELP enrollment records.
2. We expect our performance level to be 30% by December 2018.
3. The problem/gap is occurring because the school has not been successful in registering students for ELP programs.
4. If teachers and staff actively recruiting L25 students into ELP programs would occur, the problem would be reduced by 9%.

5. SMART GOALS:

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

The percent of all students who are L25 students participating in ELP programs will increase from 21% to 30%, as measured by ELP enrollment.

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

- 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.
- 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?
Track L25 students on the L25 monitoring board in each grade level house	Grade Level APs	Grade Level Meetings
ELP teachers will be responsible for recruiting and monitoring the progress of L25 students in ELP programs	ELP Teachers, Mrs. Alford	Daily
Offer ELP sessions in the community (e.g. Greenwood Rec Center)	Alford, Welt	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
Marzano Focus Model	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level PLCs	54 Teachers (Three 18-Teacher Teams)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is full implementation, as evidenced in Academies of Pinellas Rubric 2018.
2. We expect our performance level to be exemplary in all phases by the end of the 2018-2019 school year.
3. The problem/gap is occurring because our implementation of our STEAM Academy and our Advisory Board.
4. If exemplary Implementation would occur, the problem would be reduced by establishment of the new programs.

5. SMART GOALS:

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

The number of all students receiving technology certifications will increase from 348 to 362. Also, we will increase the number of students receiving the Microsoft Office Specialist (MOS) designation from 45 to 50, as measured by the end of the 2019 school year.

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

- Strengthen implementation of career academies to support student engagement, learning and project-based instruction.
- Strengthen stakeholders’ understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
- 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?
Implement STEAM Academy in 2018-2019	Alford, Williams	Ongoing 2018-2019 school year
Produce a STEAM Night	Lawrence, Watson	February 2019
Plan a 6 th grade portfolio night	Alford	Winter 2018-2019
Re-establish the Community Advisory Board for the STEAM Academy	Vasallo, Williams	July 2018

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
Project Based Learning	54 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level PLCs	54 Teachers (Three 18-Teacher Teams)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs	54 Teachers (Teams of 5-8, led by Department Chair)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Faculty Meetings – Lesson Planning, AVID Strategies, and Restorative Practices Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 20 students enrolled in STEM, as evidenced in ELP enrollment.
2. We expect our performance level to be 30 students by November 2018.
3. The problem/gap is occurring because the program needs to be marketed more aggressively.
4. If better marketing would occur, the problem would be reduced by 10 more students joining STEM.

5. SMART GOALS:

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

The number of all students enrolled in STEM Enrichment will increase from 20 to 30, as measured by ELP enrollment.

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

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- 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?
Implement STEAM Academy in 2018-2019	Alford, Williams	Ongoing 2018-2019 school year
Produce a STEAM Night	Lawrence, Watson	February 2019
Incorporate VEX Robotics into STEM Enrichment	Lansmann	Winter 2018-2019
Re-establish the Community Advisory Board for the STEAM Academy	Vasallo, Williams	July 2018
Advertise the STEM program to our students and parents through pictures, posters, social media, etc.	Lansmann, Vasallo	September 2018
Contact Laura Spence re: support in registering for a STEM/Robotics competition	Lansmann, Vasallo	September 2018

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
Project Based Learning	54 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level PLCs	54 Teachers (Three 18-Teacher Teams)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Department PLCs	54 Teachers (Teams of 5-8, led by Department Chair)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Faculty Meetings – Lesson Planning, AVID Strategies, and Restorative Practices Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 36 students were retained, as evidenced in transcripts at the end of 2017-2018.
2. We expect our performance level to be 25 students by 2018-2019.
3. The problem/gap is occurring because students are failing core courses.
4. If equitable grading practices would occur, the problem would be reduced by 9 students.

5. SMART GOALS:

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

The number of all students who are retained will decrease from 36 to 25, as measured by 2018-2019 transcripts.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Introduce equitable grading practices to the staff	Department Chairs	Monthly Department Meetings
Have departments develop equitable grading guidelines	Department Chairs	Monthly Department Meetings
Share equitable grading guidelines among departments through SBLT, to work toward an school-wide set of guidelines	SBLT	Weekly 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 opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Project Based Learning	54 Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs	54 Teachers (Teams of 5-8, led by Department Chair)	<input checked="" 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:

REFLECTION:

1. Our current level of performance is 15.0% of black students receiving a 3 or above, as evidenced in FSA ELA.
2. We expect our performance level to increase by 15%.
3. The problem/gap is occurring because the core instruction is not reaching the students.
4. If rigorous instruction would occur, the problem would be reduced by 15%.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students performing at level 3 or higher will increase from 15% to 30%, as measured by FSA assessments.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Improved grades • Improved GPA • Improved performance on state-wide assessments
Student Achievement	<input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Improved grades • Improved GPA • Improved performance on state-wide assessments • Create a positive environment between teachers and students to improve engagement
Advanced Coursework	<input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Personalized learning plans will be created for students who need them • Increased amount of black students in ELP • Increased amount of black students enrolled in advanced courses
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Implementation of restorative practices • Inclusion of SEL practices • Strong focus on PBIS
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	<ul style="list-style-type: none"> • Partnership with district personnel for evaluation of black students



Subgroup Goals

	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Recruit and retain black staff Build partnership with district personnel to ensure unconscious bias, equity and excellence and cultural responsiveness

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?
Recruitment of black students for ELP	Watson	ongoing
Increased amount of black students enrolled in advanced courses	Watson	ongoing
Create a positive environment between teachers and students to improve engagement by Implementing restorative practices, SEL practices and focusing on PBIS	Watson	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
Restorative practices training	54 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SEL	54 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PBIS	54 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 5.1% of ESE students receiving a 3 or higher, as evidenced in FSA ELA assessments.
2. We expect our performance level to be 35% by summer 2019.
3. The problem/gap is occurring because teacher planning does not reflect consistent use of ESE strategies.
4. If consistent use of ESE strategies would occur, the problem would be reduced by 30%.

5. SMART GOALS:

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

The percent of ESE students performing at a level 3 or higher will increase from 5.1% to 35%, as measured by FSA ELA assessments.

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.)*

- 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?
Standard based teaching and learning to include ESE learning strategies	Powers and ESE Teachers	ongoing
Insure fidelity of student IEPs compliance	Clarke	ongoing
Track ESE students on the L25 monitoring board in each grade level house	Grade Level APs	Grade Level Meetings
ELP teachers will be responsible for recruiting and monitoring the progress of ESE students in ELP programs	ELP Teachers, Mrs. Alford	Daily
Offer ELP sessions in the community (e.g. Greenwood Rec Center)	Alford, Welt	Weekly
Implement Push-In Process and Restorative Practices to increase ESE student engagement and seat time	Administrators	Daily
Monitor ESE student progress in iReady	Watson	Bi-weekly
Monitor ESE student use of journals in intensive Math	Powers	Bi-weekly

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
Marzano Focus Model	10 teachers	<input checked="" type="checkbox"/> Priority 1 & 2
Lesson Planning Template Training	10 teachers	<input checked="" type="checkbox"/> Priority 1 & 2
AVID Focused Note Taking (FNT)	10 teachers	<input checked="" type="checkbox"/> Priority 3
SEL	10 teachers	<input checked="" type="checkbox"/> Priority 2



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 2% of ELL students performing at level 3 or higher, as evidenced in FSA ELA Assessments.
2. We expect our performance level to be 7% by summer 2019.
3. The problem/gap is occurring because teacher planning does not reflect consistent use of ELL strategies.
4. If deliberate lesson planning for ELL strategies would occur, the problem would be reduced by 5%..

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 performing at level 3 or higher on FSA ELA will increase from 2% to 5%, as measured by FSA ELA in Summer 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 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.
- Increase parent involvement and engagement.

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?
Reader's Theatre/FSA Night	Litten, Rios, Lozano	Spring 2019
Training on deliberate lesson planning, including planning and implementation of ELL strategies.	Administrators	Preschool and Fall 2018
Insure fidelity of individual student IEPs compliance	Clarke	ongoing
Track ELL students on the L25 monitoring board in each grade level house	Grade Level APs	Grade Level Meetings
ELP teachers will be responsible for recruiting and monitoring the progress of ELL students in ELP programs	ELP Teachers, Mrs. Alford	Daily
Offer ELP sessions in the community (e.g. Greenwood Rec Center)	Alford, Welt	Weekly
Implement Push-In Process and Restorative Practices to increase ELL student engagement and seat time	Administrators	Daily
Monitor ELL student progress in iReady	Watson	Bi-weekly
Monitor ELL student use of journals in intensive Math	Powers	Bi-weekly

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
Marzano Focus Model	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



		<input checked="" type="checkbox"/> Priority 3
Lesson Planning Template Training	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Focused Note Taking (FNT)	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID CRT Overview	54 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 9 students at Level 1 and 2, as evidenced in FSA ELA; 3 students at Level 1 and 2, as evidenced in FSA Math.
2. We expect our performance level to be increased by decreasing the number of students performing at Level 1 and 2.
3. The problem/gap is occurring because the student's individual needs are not being met.
4. If monitoring student Early Warning Signs would occur, the problem would be reduced by 50%.

5. SMART GOALS:

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

The percent of gifted students achieving level 4 or 5 will increase from 96% to 100% , as measured by FSA.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Book Study	Mrs. Powers and Teachers	Semester 1
Training on deliberate lesson planning, including planning and implementation of EP strategies and differentiation for the Gifted Learner.	Administrators	Preschool and Fall 2018
Insure fidelity of individual student EPs compliance	Powers	ongoing
Track L25 Gifted students on the L25 monitoring board in Gifted Teacher Workroom	Powers	Grade Level Meetings
Develop action plans for struggling Gifted Learners	Powers	Grade Level Meetings
ELP teachers will be responsible for recruiting and monitoring the progress of Gifted students in ELP programs	ELP Teachers, Mrs. Alford	Daily
Implement Push-In Process and Restorative Practices to increase student engagement and seat time	Administrators	Daily



Subgroup Goals

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
Restorative Practices Training	18	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Book Study	18	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> FSA night Steam Night Camp Highlander 6th, 7th, and 8th grade Orientation 	<ul style="list-style-type: none"> Administration and guidance counselors 	<ul style="list-style-type: none"> ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> FSA Night Steam Night Discovery Night Student Led conferences TIPS night 6th grade transition – Camp Highlander 	<ul style="list-style-type: none"> Watson 	<ul style="list-style-type: none"> ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Conferences Restorative circles Re-integration Meetings 	<ul style="list-style-type: none"> Administration and guidance counselors 	<ul style="list-style-type: none"> ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> STEAM Night Communicate processes and procedures Communicate mission and vision 6th grade transition – Camp Highlander 	<ul style="list-style-type: none"> Administration and guidance counselors 	<ul style="list-style-type: none"> ongoing

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
Restorative Practices Training	54 teachers and families	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning (Family engagement)	54 teachers and families	<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
Allison	Eaddy	Black	Parent
Jeff	Larsen	White	Parent
Hector	Acosta	Hispanic	Parent
Seanrick	Lawrence	Black	Support Employee
Ana	Rios	Hispanic	Support Employee
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

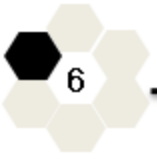
Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

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

Meeting with community members this summer, recruiting incoming parents, advertising at Orientation and Open House.

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

Yes, Committee Approval Date: Click or tap to enter a date. 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	\$ 500.00
	Classroom texts and printing costs.	\$ 500.00
	Click or tap here to enter text.	Click or tap here to enter text.
2.	Behavioral Support	\$ 1000.00
	PBIS events and rewards	\$1000.00
	Click or tap here to enter text.	
3.	Materials and Supplies	\$ 500.00
	AVID Notebooks and Supplies	\$500.00
	Click or tap here to enter text.	Click or tap here to enter text.
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ 500.00
	Conference fees	\$500.00
	Click or tap here to enter text.	Click or tap here to enter text.
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 1500.00
	TDEs for Training	\$1500.00
	Click or tap here to enter text.	Click or tap here to enter text.
6.	Other (please list below)	\$ 1000.00
	Stipends for staffing of 6th grade Transition event– Camp Highlander	1000.00
	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL \$ \$5,000.00		