



School Improvement Plan SY 2018-19

EAST LAKE MIDDLE SCHOOL ACADEMY OF ENGINEERING

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Continuous Improvement

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

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

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

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



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Karen A. Huzar	SAC Chair:	Charles Medina
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School Vision	100% Student Success
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School Mission	East Lake Middle School Academy of Engineering will prepare students to be college and career ready and have the skills to compete in a global society.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
394	21	3	28	16	326	0

School Grade	2018	2017 A	2016 A	Title I	NO

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	85	84	92	89	83	87	100	99	92	89		
Learning Gains All	70	72	81	69								
Learning Gains L25%	68	69	82	68								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Karen	Huzar	FT	4-10 years
Equity Champion/Data Champion/Technology Specialist	David	Reid	FT	4-10 years
ESE	Anthony	Giordano	PT	1-3 years
School Counselor/ELL	Melissa	Broner	FT	4-10 years
6 th Grade Team Lead	Karin	David	FT	1-3 years
7 th Grade Team Lead/Engineering Depart. Head	Gregory	Stewart	FT	4-10 years
8 th Grade Team Lead/Science Depart. Head	Katie	Connolly	FT	4-10 years
ELA Depart. Head	Sarah	Dobes	FT	4-10 years
Math Depart. Head	Julie	Clampitt	FT	4-10 years
SS Depart. Head	Sarah	DeTurk	FT	4-10 years



Elective Depart. Head/TOT RP	Jennifer	Hill	FT	4-10 years
Total Instructional Staff:	24	Total Support Staff:	7	

B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percentage of all students receiving differentiated instruction will achieve proficiency of ELA standards and increase from 85% to 89%.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students receiving rigorous instruction through inquiry-based writing will increase their scale scores by 7.5%.

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students receiving restorative practice lessons will increase from 0% to 100%.



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	1. Monitor instructional implementation of grade-level standards to increase proficiency of FSA, SSA, and EOC’s 2. Monitor RP implementation 3. Monitor school-wide AVID strategies and school-wide Notebook implementation	<ul style="list-style-type: none"> • Training on Lesson Planning Resources • Science and Math – bi-weekly standards based assessments • RP team will lead training • AVID site-team will lead training 	Curriculum/ Technology Coordinator	Principal School Counselor Grade Level Team Leads Department Chairs RP TOT	Monthly on 1 st Monday of the Month	<ul style="list-style-type: none"> • Data Review • Lesson Plan aligned to standards, with targets and performance scales • Review Student Work Examples to check alignment • Review evidence from RP Team for Restorative Practices Walk Thrus •
2.	Tier 3 Problem-solving Team/MTSS Team	All Priorities	Monitor D/F report	<ul style="list-style-type: none"> • Teachers report need of support by 	School Counselor/ Principal	Principal School Counselor	1 st and 3 rd Friday of	<ul style="list-style-type: none"> • MTSS Report



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
			Monitor probationary student report Monitor individual student information	submitting PS Worksheet Tier 3 report from the grade level team		Social Worker ESE Teacher School Psychologist	every Month	
3.	Equity Team	All Priorities	To ensure that we continue not having a GAP and that all black students continue to make learning gains	<ul style="list-style-type: none"> Continuous PD in equitable grading and culturally relevant lessons 	Curriculum/Technology Coordinator	SBLT Team	1 st Monday of the Month	<ul style="list-style-type: none"> SBLT Notes FSA/SSA/EOC data GAP Data
4.	Child Study Team	Priority 3	Monitor student attendance	<ul style="list-style-type: none"> Attendance report 	Social Worker	Principal School Counselor Social Worker School Psychologist ESE Teacher DMT	1 st and 3 rd Friday of every Month	<ul style="list-style-type: none"> CST Report Monthly attendance report
5.	6 th Grade Team 7 th Grade Team 8 th Grade Team	All Priorities	1. Monitor student mastery of benchmarks 2. Implement RP Circles 3. Implement AVID strategies (school-wide writing and school-wide notebooks) 4. Transfer of knowledge of	<ul style="list-style-type: none"> Through PLC 	6 th Grade Team Lead 7 th Grade Team Lead 8 th Grade Team Lead	6 th Grade Teachers 7 th Grade Teachers 8 th Grade Teachers	2 nd Wednesday of the month	<ul style="list-style-type: none"> PLC report to Principal evidence from RP Team for Restorative Practices Walk Thrus



	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
			cross-curriculum projects					
6.	Literacy Leadership Team <i>(same as SBLT)</i>	Choose an item.		•				•
7.	PBIS Team/RPIT	Priority 3	To enhance school climate and learning conditions	<ul style="list-style-type: none"> Pre-School Training and continuous training throughout the school year 	RP TOT	All instructional and support personal	Pre-School and throughout the entire school year	<ul style="list-style-type: none"> RP fidelity report
8.	Family Engagement Team	Priority 3	To improve communication to increase school climate and learning conditions	<ul style="list-style-type: none"> Through monthly newsletters SAC Engineering Committee Volunteer opportunities 	Family and Community Liaison Principal	Family and Community Liaison Principal PTA Rep. SAC Engineering Committee	Bi-weekly	<ul style="list-style-type: none"> Successful events Volunteer hours logged 5 Star Award Data Chat Night
9.	Math Team ELA Team Science Team SS Team Engineering Team Humanities/Business Ed Team	All Priorities	<ol style="list-style-type: none"> Monitor student mastery of benchmarks Implement RP Circles Implement AVID strategies (school-wide writing and school-wide notebooks) 	<ul style="list-style-type: none"> Through PLC 	Math Department Chair ELA Department Chair Science Department Chair SS Department Chair	All Instructional personnel	3 rd Wednesday of the month	<ul style="list-style-type: none"> PLC report to Principal evidence from RP Team for Restorative Practices Walk Thrus



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
					Engineering Department Chair Humanities/ Business Ed Chair			
10.	AVID Site-Based Team	Priority 2	Implement AVID strategies (school-wide writing and school-wide notebooks to improve overall proficiency on FSA, SSA and EOC's	<ul style="list-style-type: none"> • School-Wide • Pre-school Trainings • AVID PD 	AVID Site Coordinator	Principal AVID Site Coordinator 6 th Grade SS Teacher 6 th Grade Math Teacher Spanish Teacher	Monthly	<ul style="list-style-type: none"> • Annual Survey for teachers and students • AVID Site Annual Report



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 6% of students received referrals. We expect our performance level to be 3% by May 2019.
2. The problem/gap in behavior performance is occurring due to ineffective student/teacher relationships.
3. If more focused and targeted mentoring would occur, the problem would be reduced to 3%, as evidenced by total end-of-year referral submissions. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

5. SMART GOAL:

EXAMPLE: The 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 rate per capita of all students receiving referrals will decrease from 6% to 3%, as measured by total end-of-year referral submissions.

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 ability of all staff to establish and maintain positive relationships with all students.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Jennifer Hill • Melissa Broner • Michael Rumaker • Karen Huzar 	<ul style="list-style-type: none"> • June 18-19, 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Jennifer Hill 	<ul style="list-style-type: none"> • July 17-18, 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Jennifer Hill • Melissa Broner • Michael Rumaker • Karen Huzar 	<ul style="list-style-type: none"> • Pre-School
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Jennifer Hill 	<ul style="list-style-type: none"> • Throughout the School Year
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Jennifer Hill 	<ul style="list-style-type: none"> • Monthly



	<ul style="list-style-type: none"> • Melissa Broner • Michael Rumaker • Karen Huzar 	
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> • SBLT Team 	<ul style="list-style-type: none"> • Monthly
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Jennifer Hill 	<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
Restorative Approaches Training	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Training	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing Olweus Anti-Bullying Training	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96%. We expect our performance level to be 97% by May 2019.
2. The problem/gap in attendance is occurring due to sickness.
3. If more effective germ-abatement measures would occur, the problem would be reduced by 1 percentage point.
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing 5 or more days of school will decrease from 63% to 60%, as measured by attendance dashboard data.

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

- Strengthen the implementation of Tier 1 interventions to address and support the needs of students.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

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.	Social Worker	Bi-weekly attendance meeting
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child-Study Team	August 2018
Develop and implement attendance incentive programs and competitions.	Counselor Melissa Broner Teacher Sarah Dobes	Quarterly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Counselor Melissa Broner	Beginning-of-Year orientation
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social Worker Principal Karen Huzar	Bi-weekly attendance meeting
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social Worker Principal Karen Huzar	Bi-weekly attendance meeting
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Data Management Tech Shari Johnson	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 Approaches	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Attendance Reporting Procedures Learning Sessions	All Staff	<input type="checkbox"/> Priority 1 <input 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 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 85%, as evidenced in FSA ELA 2018.
2. We expect our performance level to be 89% by May 2019.
3. The problem/gap is occurring because not all students received differentiated instruction.
4. If differentiation would occur, the problem would be reduced by 4 percentage points.

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 ELA proficiency will increase from 85% to 89%, as measured by FSA 2019.

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.
- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers receive professional development around close reading, standards, assessment, and instructional methods through two Core Connections training throughout the year.	Department Chair/District Professional Development	Ongoing throughout year
Teachers of Social Studies continue integration of literacy standards into the SS curriculum including DBQs and National History Day Project.	Social Studies and Language Arts Department Chair	Ongoing throughout year
Meet in once-a-month department PLC to review student data and written work, evaluation for trends, strengths, and weaknesses. Data will also be shared monthly at SBLT meeting.	Department Chair	Monthly throughout the school year.
All ELA teachers will receive coaching in classroom differentiation strategies.	Principal Karen Huzar	Ongoing throughout year.

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Core Connections Training	All four ELA/R teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Differentiation Coaching	All four ELA/R teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



Subgroup Goals

		<input type="checkbox"/> Priority 3
Restorative Approaches & SEL Content	All instructional staff	<input type="checkbox"/> Priority 1 <input 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 91%, as evidenced in FSA Math and Algebra/Geometry EOCs.
2. We expect our performance level to be 96% by May 2019.
3. The problem/gap is occurring because a lack of differentiation in within our classrooms.
4. If differentiation would occur, the problem would be reduced by 5 percentage point.

5. SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 91% to 96%, as measured by FSA Math and Algebra/Geometry EOCs.

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.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ELP support and one-on-one tutoring for Level 3 students taking an Algebra 1 course and FSA math courses.	Department Chair Julie Clampitt	Weekly assessments from district
Standard-based tracking thru bi-monthly district made assessments and follow up data chats with all students	Department Chair Julie Clampitt	Bi-monthly
Weekly ELP support for Lowest 25%	Department Chair Julie Clampitt	Weekly
District Cycle Assessments given three times a year	All math teachers	3x/year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PrepWorks Program Training given during Pre-School	All math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District-Wide Training	All math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Math Strategies Training – All math teachers will be trained at summer training.	All math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 83 proficiency %, as evidenced in 2018 Spring SSA.
2. We expect our performance level to be 88% proficiency by May 2019.
3. The problem/gap is occurring because lack of understanding concepts to written word in testing situations such as the SSA this is especially evident in Comprehensive science.
4. If test taking strategies in all Science classes would occur, the problem would be reduced by 5 percentage points.

5. SMART GOALS:

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

The percent of all students achieving science proficiency will increase from 83% to 88%, as measured by SSA.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff practice to prepare questions to help students elaborate on content in a variety of testing situations.

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?
Cycle Assessments: data is reviewed to see if any skills need re-teaching. Individualized student data is shared and remediation is given to individual students as needed. Reviewing test taking strategies	Kathryn Connolly Science department chair Lisa Stavropoulos 7th grade science Mike Meilak 6 th grade science	3 times a year
Avid strategies: interactive notebook, written inquiry, organization, reading strategies, test taking strategies and collaboration	Kathryn Connolly Science department chair Lisa Stavropoulos 7th grade science Mike Meilak 6 th grade science	Throughout the year
Standards based tracking through biweekly performance matters assessments. Reviewing test taking strategies	Kathryn Connolly Science department chair	Throughout the year
ELP support for lowest 25% Reviewing test taking strategies	Kathryn Connolly Science department chair Lisa Stavropoulos 7th grade science Mike Meilak 6 th grade science	Throughout the year



Subgroup Goals

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Performance matters biweekly assessments- Reviewing test taking strategies	8 th grade science teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District Just in Time: Science Training-Cycle assessment data, test strategies, reading strategies, complex texts. (3-4 times per school year) Reviewing test taking strategies	All science teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID science strategies training-increase critical thinking and rigor. Focusing on writing, inquiry, collaboration, organization, and reading strategies.	All science teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 100% proficiency, as evidenced in Civics EOC.
2. We expect our performance level to be 100% proficiency by May 2019.
3. The problem/gap is maintaining 100% proficiency.
4. If maintaining 100% proficiency would occur, the problem will not exist.

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 taking the Civics EOC will maintain 100% proficiency, 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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Cycle Assessments: data is reviewed to see if any skills need re-teaching. Individualized student data is shared and remediation is given to individual students as needed.	Sarah DeTurk, Social Studies Department Chair	3 times per year
AVID Strategies: writing inquiry, collaboration, organization, and reading strategies.	Sarah DeTurk, Social Studies Department Chair	Throughout the year
Complex Social Studies texts read by students in multiple class settings as support for the Civics curriculum and expose to difficult texts.	All Department Chairs	Throughout the year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID Strategies: PATH Social Studies: increase critical thinking and rigor. Focusing on writing, inquiry, collaboration, organization, and reading strategies.	Sarah DeTurk, Oren Schlierer, Michael Rumaker (Social Studies Department)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District Wide Training-Social Studies-strategies for highest student achievement through reading and writing strategies.	Sarah DeTurk, Oren Schlierer, Michael Rumaker (Social Studies Department)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

School Improvement Plan 2018-19

District Just in Time: Civics Training-Cycle assessment data, test strategies, reading strategies, complex texts. (3-4 times per school year)	Sarah DeTurk	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
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E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is bronze level as evidenced in our annual report.
2. We expect our performance level to the silver level by May 2019.
3. The problem/gap is occurring because no school based sports program.
4. If adding intramural activities would occur, the problem would be reduced by increasing a level.

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 will have the opportunities to participate in an After-school Dance program and walk to school activities will increase from Bronze to Silver, as measured by Healthy Schools Framework.

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

- Collect data on number of students that participate in monthly walk/bike to school activities.
- Increase participation in intramural activities.
- Choose healthy snacks during reward programs.

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?
Participation Sign-in at all activities to monitor data	Deborah Clark	Monthly
Increase Marketing for Dance Program and Walk to School Monthly Walks	Amira Ray	At the beginning of the school year
If snacks are provided, healthy snacks will be the only options for rewards	Deborah Clark	Various times throughout the year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review of Healthy Schools Report	ALL Instructional and support personnel	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Mental Health Training	ALL Instructional and support personnel	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly Health Tip or Professional Learning Activity will be shared at Faculty meetings and/or Friday Updates	Deborah Clark/ Kayla Brownell	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70% of the ELA L25%, as evidenced in FSA ELA Spring 2018.
2. We expect our performance level to be 75% of the ELA L25% by May 2019.
3. The problem/gap is occurring because not all students received differentiated instruction.
4. If differentiated instruction would occur for all students, the problem would be reduced by 5% percentage points.

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 L 25% making gains will increase from 70% to 75%, as measured by FSA ELA.

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ELA Teachers differentiation lessons	Karen Huzar	Ongoing throughout the year
Continuation of mentoring of L25% and increasing to all students	Melissa Broner & Karen Huzar	Ongoing throughout the year
Continuation of monitoring L25% data through the SBLT	Dave Reid	Ongoing throughout the year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Coaching for ELA Teachers on Differentiation	All four ELA teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Team and Faculty PLC's on Mentoring	All faculty and staff	<input type="checkbox"/> Priority 1 <input 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 92%, as evidenced in Acceleration Rate.
2. We expect our performance level to be 93% by May 2018.
3. The problem/gap is occurring because students need more classroom instruction prior to certification testing.
4. If student data analysis/chats from practice exams would occur, the problem would be reduced by 1%.

5. SMART GOALS:

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

The percent of 8th grade students' credit for acceleration coursework will increase from 92% to 93%, as measured by Acceleration Rate.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).

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?
Lesson plans delivered digitally with stated standards/expectations as compared to certification exams	Hill – CTAE	Daily in CTAE classes
Attend DWT, communicate with supervisor and administrator about certificates attempted/attained	Hill - CTAE	1x per month
Conduct career counseling, course-selection and presentations with students	Broner – School Counselor	3x per year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Lessons curated by CTAE teacher to prepare for any/all certifications	Hill - CTAE teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
CTAE will take certification tests and generate study materials to prepare for certification that supports standards	Hill – CTAE teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Attend and prepare materials from training to best communicate Advanced Course Pathways to students	Broner – School Counselor	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 89%, 88%, and 85% for 8th, 7th, and 6th grade respectively, as evidenced in the results of the Design Process Certification Test.
2. We expect our performance level to be 100%, 90%, and 80% for 8th, 7th, and 6th grade respectively, by May 2019
3. The problem/gap is occurring because of lack of differentiation/scaffolding on Engineering class projects, and limited reflection after project completion.
4. If consistent scaffolding and frequent reflection would occur, the problem would be significantly reduced.

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 percent of 8th grade students who pass the Design Process Certification Test will increase from 89% to 100%, as measured by the Design Process Certification Test. The percent of 7th grade students who pass the Design Process Certification Test will increase from 88% to 90%, as measured by the Design Process Certification Test. The percent of 6th grade students who pass the Design Process Certification Test will remain above 80%, as measured by the Design Process Certification Test.

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.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Develop scaffolding strategies for all Engineering class projects (including a design challenge project with local business)	Department head: Stewart	Pre-school and monthly PLCs
Reflect on Design Process after all Engineering class projects	Department head: Stewart	For all projects; Reviewed during monthly PLC

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
Classroom Differentiation Coaching	Department head: Stewart; debrief with other Engineering teachers (2)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Reflecting on Design Process reflection on Engineering class projects	Engineering teachers (3)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input 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 100% of all black students made learning gains, as evidenced in FSA.
2. We expect our performance level to be 100% of all black students to make learning gains by FSA.
3. The problem/gap is occurring because we need to maintain 100% of all black students making learning gains.
4. If maintain 100% of all black students making learning gains would occur, the problem would not exist and all black students will increase their proficiency.

5. SMART GOALS:

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

The percent of black students achieving proficiency will increase from 66% to 75%, as measured by FSA.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Achievement	<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 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.	<ul style="list-style-type: none"> • Increase in student achievement
Advanced Coursework	<input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<ul style="list-style-type: none"> • Ensuring support for all black students through mentoring

- 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?
Mentoring all black students	Melissa Broner	Ongoing throughout the year
AVID Strategies	AVID Site Coordinator	Pre-School and throughout the school year



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Mentoring Guideline and Success Tips - Pre-School	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Strategies – School-wide Initiatives – Pre-School & Ongoing throughout the school year	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 30% learning gains, as evidenced in FSA ELA.
2. We expect our performance level to be 50% learning gains by May 2019.
3. The problem/gap is occurring because we are not meeting the needs of all students.
4. If intentional planning and classroom differentiation would occur for ESE students, the problem would be reduced by 20 percentage points.

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 making ELA learning gains will increase from 30% to 50%, as measured by FSA ELA.

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

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- 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?
Intentional Lesson Planning	Karen Huzar	Pre-School
Continuation of monitoring of ESE students	Anthony Giordano	Ongoing throughout the year

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
Lesson Planning Resources & Marzano Framework	All instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Coaching of Differentiation for ELA Teachers	All ELA teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 75% proficiency, as evidenced in FSA ELA.
2. We expect our performance level to be 100% proficiency by FSA ELA.
3. The problem/gap is occurring because lack of test taking skills.
4. If mentoring and test taking skills were taught, the problem would be reduced by 25% percentage points.

5. SMART GOALS:

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

The percent of ELL students achieving ELA proficiency will increase from 75% to 100%, 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.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Intentional Lesson Planning	Karen Huzar	Pre-School – and ongoing throughout the year
Mentoring All Students – daily logs should be kept in teacher’s OneDrive Folder	Melissa Broner	Through-out the year

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
Lesson Planning Resources & Marzano Framework	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Mentoring Pre-School Training and Ongoing Support throughout through PLC’s	All Staff	<input type="checkbox"/> Priority 1 <input 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 85% made gains, as evidenced in ELA FSA.
2. We expect our performance level to be 89% by May 2019.
3. The problem/gap is occurring because Gain is made but is not enough to move up to the next level, student is already achieving at a high level.
4. If increased mentorship would occur, the problem would be reduced by 4 percentage points.

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 that will increase their ELA FSA score by 1 level will increase from 85% to 89%, as measured by FSA ELA.

- 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.)*

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Instruct students to return to materials and review/revise – especially when done early	Classroom instructors	daily

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
Mentoring workshop that encourages instructors/proctors to remind students to check their work before turning it in	All instructors/proctors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Monthly Newsletter SAC Meetings School Website 	<ul style="list-style-type: none"> Amira Ray 	<ul style="list-style-type: none"> Monthly and ongoing as needed
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Data Chat Night 	<ul style="list-style-type: none"> Karen Huzar 	<ul style="list-style-type: none"> January 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> SAC PTA Engineering Advisory Board Parent/Teacher Mtg 	<ul style="list-style-type: none"> Karen Huzar and SAC Chair Karen Huzar and PTA President Karen Huzar/Amira Ray/Micahel Dority 	<ul style="list-style-type: none"> Monthly 3X a year Quarterly As needed
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Engineering Expo New Eagles Camp Great American Teach-In 	<ul style="list-style-type: none"> Greg Stewart Melissa Broner Amira Ray 	<ul style="list-style-type: none"> Annually

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
Data Chat Night Training	All L25% students and families are invited	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Mentoring Training	Mentors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Charles	Medina	White	Parent
Mark	Ondash	White	Parent
Karen	Huzar	White	Principal
Deborah	Clark	Hispanic	Teacher
Amira	Ray	Multi	Support Employee
Katy	Cunningham	White	Business/Community
Joy	Pagamdori	Asian	Parent
Cannice	Ellis	Black	Parent
Janie	Griffith	White	Parent
		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):

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	\$ 1000
	Prep Works Online Resource	Total is \$4800 – portion is paid out of SIP and a portion is paid out of other internal funds to cover the balance.
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ 0
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ 1000
	School Planners – support AVID strategies and commitment to character education	Total is \$1300 – portion is paid out of SIP and the balance is paid out of another internal fund
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ 0
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ 0
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ 0
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 2000		