



**Healthy  
School Improvement Plan  
SY 2018-19**

**FITZGERALD MIDDLE SCHOOL**

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

## Table of Contents

<b>Continuous Improvement .....</b>	<b>3</b>
<b>Conditions for Learning .....</b>	<b>9</b>
<b>Academic Goals.....</b>	<b>12</b>
A. <b>ELA/Reading Goal .....</b>	<b>13</b>
B. <b>Mathematics Goal.....</b>	<b>15</b>
C. <b>Science Goal.....</b>	<b>17</b>
D. <b>Social Studies Goal.....</b>	<b>19</b>
E. <b>Healthy Schools Goal .....</b>	<b>21</b>
G. <b>Career- and College -Readiness.....</b>	<b>23</b>
H. <b>STEM.....</b>	<b>25</b>
I. <b>Graduation Goal.....</b>	<b>26</b>
<b>Subgroups.....</b>	<b>28</b>
A. <b>Bridging the Gap with Equity for All: African-American Students.....</b>	<b>28</b>
B. <b>ESE (As appropriate, based on school data) .....</b>	<b>30</b>
C. <b>ELL (As appropriate, based on school data).....</b>	<b>32</b>
E. <b>Gifted (As appropriate, based on school data) .....</b>	<b>33</b>
<b>Family and Community Engagement .....</b>	<b>35</b>
<b>SAC Membership.....</b>	<b>36</b>
<b>BUDGET / SIP FUNDS.....</b>	<b>37</b>



## 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 impacts staff growth and student achievement.



# Vision and Direction

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Anthony Francois	<b>SAC Chair:</b>	Diana Wolff
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<b>School Vision</b>	Our vision is for all students to enter high school with the skills necessary for a successful high school career (High School Readiness).
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<b>School Mission</b>	Our mission is to promote the highest academic achievement through a positive and safe learning environment.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1108	117	142	279	45	523	2

<b>School Grade</b>	<b>2018</b> C	<b>2017</b> C	<b>2016</b> 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 %
<b>Proficiency All</b>	47	48	50	54	47	54	65	61	78	74		
<b>Learning Gains All</b>	49	48	52	54								
<b>Learning Gains L25%</b>	37	36	45	37								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Anthony	Francois	FT	1-3 years
Assistant Principal for Curriculum	Robyn	Witcher	FT	4-10 years
Assistant Principal for Accountability	Kristina	Devine	FT	1-3 years
Assistant Principal for Facilities	Randall	Shepherd	FT	4-10 years
Equity Champion	Lori	Taylor	FT	4-10 years
<b>Total Instructional Staff:</b>	<b>61</b>	<b>Total Support Staff:</b>	<b>38</b>	



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## 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 that support standards-based instruction, then the percent of all students achieving proficiency will increase from 52% to 54% across all academic areas based on the school’s 9-cell data. [Click or tap here to enter text.](#)

### 2. Priority 2: Student-Centered with Rigor

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies, which support student-centered with rigor, then the percent of all students achieving proficiency will increase from 52% to 54% across all academic areas based on the school’s 9-cell data.

### 3. Priority 3: Climate and Culture

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies, which support positive climate and culture, then the percent of all students attending our school who feel welcome, safe and secure will increase from 57% to 62% based on the 2017-2018 AdvancEd Survey data.



## 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	To create continuity within the school  Accountability  Make adjustments to academic action plans	<ul style="list-style-type: none"> <li>Goals and Target Training</li> <li>Problem Solving</li> <li>School-wide Planning</li> <li>Reflect on Progress</li> <li>Data Chats</li> </ul>	Principal	Assistant Principals, Department Chairs, Behavior Specialist, VE Specialist,	Once a month	<ul style="list-style-type: none"> <li>Lesson Plans uploaded weekly</li> <li>Walkthroughs (Admin and DC)</li> <li>Student academic progress</li> <li>Results of progress monitoring / Data Reviews</li> </ul>
2.	Child Study Team	Priority 3	To ensure that students attend school regularly	<ul style="list-style-type: none"> <li>Regularly review attendance data</li> </ul>	Assistant Principal	Clerks, Social Worker, Psychologist	Meeting twice a month	<ul style="list-style-type: none"> <li>Increased average daily attendance</li> <li>Fewer truancy issues</li> </ul>
3.	Equity Team	Priority 3	To ensure that ALL students have the same opportunities to be successful.	<ul style="list-style-type: none"> <li>Review grading protocols for equity</li> <li>Review discipline data for equity</li> </ul>	Assistant Principal - Witcher	Guidance Counselors and Admin Team	Meeting twice a month	<ul style="list-style-type: none"> <li>There will be fewer failures relating to inequitable grading practices</li> <li>More of our students will feel welcome, safe and</li> </ul>



	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"> <li>• PD for Culturally Relevant Teaching</li> <li>• Utilizing restorative practices for both academic as well as behavioral interventions</li> </ul>				secure during the school year
5.	ALL Subject Areas / Grade Level Leaders <i>(enter as many rows as needed)</i>	Priority 1	Data reviews, design common assessments, lesson plans and planned remediation	<ul style="list-style-type: none"> <li>• Ensure rigorous planning</li> <li>• Vertical planning between grade levels w/in all subject areas</li> <li>• PLCs</li> </ul>	Department Chairs, Administrators	Teachers	Twice a month	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Sign-in Sheets</li> <li>• Lesson Plans</li> </ul>
6.	PBIS Team	Priority 3	We want to recognize ALL students' accomplishments	<ul style="list-style-type: none"> <li>• E-Team (Excellent Conduct) Awards</li> </ul>	Assistant Principal and Teacher Leaders	Everyone	Once a month	<ul style="list-style-type: none"> <li>• Increased number of student participation in school-wide incentives</li> <li>• Positive Behavior Increase</li> <li>• Decrease in the number of discipline referrals</li> </ul>
7.	Family Engagement Team	Priority 3	We want to have more participation from our family, community and business partners	<ul style="list-style-type: none"> <li>• Discovery Nights</li> <li>• Phantom Family Night</li> </ul>	Fam/Com Liaison	Everyone	Continuous	<ul style="list-style-type: none"> <li>• Increased evidence of logins to FOCUS</li> <li>• More volunteer partners and hours completed at our school</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
8.	Literacy Leadership Team (LLT) will be a function of the SBLT.	All Priorities	To create continuity within the school  Accountability  Make adjustments to academic action plans	<ul style="list-style-type: none"> <li>Goals and Target Training</li> <li>Problem Solving</li> <li>School-wide Planning</li> <li>Reflect on Progress</li> <li>Data Chats</li> </ul>	Principal	Assistant Principals, Department Chairs, Behavior Specialist, VE Specialist,	Once a month	Lesson Plans uploaded weekly  Walkthroughs (Admin and DC)  Student academic progress  Results of progress monitoring / Data Reviews
9.	AVID Site Team	All Priorities	These strategies give us a better chance at bridging the achievement gap.	<ul style="list-style-type: none"> <li>WICOR strategies will be included in each of the core content areas.</li> <li>Site Team will highlight a strategy of the Quarter and have trainings throughout the school term</li> <li>Site team members will participate in model classrooms to illustrate certain strategies for their colleagues.</li> </ul>	AVID Site team	School wide	Throughout the school year	<ul style="list-style-type: none"> <li>Performance scores will show gains</li> <li>Walkthroughs</li> </ul>





## Conditions for Learning

### Climate and Culture

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance in school-wide behavior is 974 total referrals. We expect our performance level to be below 900 by the end of the 2018-19 school year.
2. The problem/gap in behavior performance is occurring because the behavior support structures were not consistently delivered or followed.
3. If continued positive reinforcement and restorative practices occur, the occurrence of ODRs would be reduced by 5% as evidenced by total numbers of referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by the end of the first grade reporting period.

**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 discipline Referrals will decrease from 974 to 900, as measured by FOCUS ODRs.

**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.
- Choose Climate and Culture Strategy
- Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> <li>• Counselor - Lori Taylor and Equity Team</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2018</li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Counselor - Lori Taylor</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2018</li> </ul>
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>• AP - Dr. Witcher</li> <li>• Counselor - Lori Taylor</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2018 and throughout the school year</li> </ul>
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>• Principal - Mr. Francois</li> <li>• All AP's</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>• Counselor - Mrs. Taylor</li> <li>• ALL Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> <li>• SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>



<p>Update school-wide plan on a monthly basis. Celebrate areas of growth</p>	<ul style="list-style-type: none"> <li>SBLT/Principal</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
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**8. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices and SEL Training	1 Guidance Counselor - Taylor 2 Assistant Principals – Devine and Witcher 1 Teacher Leader - Martin	<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
		<input type="checkbox"/> Priority 1 <input 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 92.6%. We expect our performance level to be 95% by the end of the 2018-19 school year.
2. The problem/gap in attendance is occurring because students do not come to school on a regular basis.
3. If regular attendance, meaningful incentives and accurate monitoring would occur, the problem would be reduced by 5% (15 students).
4. We will analyze and review our data for effective implementation of our strategies by in CST on a bi-weekly basis.

### 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 10% of school days will decrease from 26% to 21%, as measured by attendance reports in FOCUS.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	<ul style="list-style-type: none"> <li>Child Study Team (CST)</li> </ul>	Bi-weekly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	<ul style="list-style-type: none"> <li>CST</li> </ul>	Bi-weekly
Develop and implement attendance incentive programs and competitions.	<ul style="list-style-type: none"> <li>CST</li> </ul>	Bi-weekly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	<ul style="list-style-type: none"> <li>CST, guidance Counselors</li> </ul>	Bi-weekly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	<ul style="list-style-type: none"> <li>CST</li> </ul>	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	<ul style="list-style-type: none"> <li>CST</li> </ul>	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	<ul style="list-style-type: none"> <li>Teachers, CST and Administrations</li> </ul>	Bi-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 learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-School rotations over proper attendance-taking processes	All faculty	<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, FSA Measurable, Actionable, Realistic, and Timely).

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

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

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

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



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:** FSA, writing rubrics, formative assessments, cycle assessment data, WriteScore data, observation/classroom visit data

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

1. Our current level of performance is 47% proficiency, as evidenced in FSA Achievement.
2. We expect our performance level to be 52% proficiency by FSA 2019.
3. The problem/gap is occurring because the identification of critical content and the time spent on meaningful, higher level writing activities is not consistent across all classrooms.
4. If standards-based writing instruction would occur, the problem would be reduced by 5%.

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

**5. SMART GOAL:**

The percent of all students achieving ELA Proficiency will increase from 47% to 52%, as measured by the ELA 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/Reading teachers will utilize common short and extended writing rubrics.	Department Chair – Weber AP of ELA - Witcher	Once per week
ELA/Reading teachers will utilize a planning roadmap to choose strategies and resources for use as they plan, to ensure high engagement, rigor and progress monitoring.	Department Chair – Weber AP of ELA - Witcher	Ongoing
Administrators monitor teachers’ practices and provides feedback to support teachers’ growth. Administrators conduct walkthroughs looking for evidence of writing in content classrooms.	All Administrators	Weekly
Administrator visits classrooms and provides feedback to teachers.	Principal - Francois AP of ELA – Witcher	Weekly
Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text-dependent questions, close reading and skill/strategy based groups to implement during core with students to support their success with complex text.	Principal, Assistant Principals and Department Chairs	Monthly
Teachers monitor and provide feedback to students to support learning.	All teachers	Ongoing
Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific and Tier II high-utility words), as well as opportunities for students to determine the meanings of words using the context of the text.	All teachers	Ongoing
Regularly assess (formally and informally) and utilize data to modify and adjust instruction.	All Teachers	Weekly
Conduct regular Professional Learning Communities (PLCs) inclusive of ‘data chats’ to review student responses to tasks and plan for instruction based on data.	Department Chair – Weber	Monthly / Quarterly



	AP of ELA - Witcher	Following cycle assessments
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	All teachers	Weekly
Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student. Provide options for expression and communication (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.).	All Teachers	Weekly
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators conduct walkthroughs for evidence of reading informational texts in content classrooms. Administrator visits classroom(s) and provides feedback to teachers.	All administrators	Weekly
We are going to implement and utilize Restorative Practices for both academic and behavioral interventions paying particular attention to our stakeholders' Social Emotional Learning and needs.	Equity Team	Ongoing
Teachers utilize AVID WICOR strategies in planning and facilitation of their lessons.	AVID site Team leads the way, but all teachers use the strategies	Ongoing
Identify the Lowest 25% Reading students and ensure that they are receiving specialized and differentiated instruction in order to raise their reading proficiency.	Principal – Francois AP for ELA – Dr. Witcher Dept. Chair - Weber	Pre-school and then Quarterly thereafter

**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
School-based PD once per quarter led by ELA/Reading Department in conjunction with the AVID site team.	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Meet to analyze student work monthly utilizing the student work protocol.	All teachers and AP for ELA - Witcher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Core Connections training	ELA / Reading teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Writing across the curriculum	ALL instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Writing in response to Reading	ELA teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Writing Rubric Scoring Practice	ELA Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Elaborations on conventions of writing through analyzing essays	ELA Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:** FSA Data, PLC Data, walkthroughs and observation data and formative assessments

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

1. Our current level of performance is 50%, as evidenced in 2017-2018 School Grade Report.
2. We expect our performance level to be 55% by the 2018-2019 School Grade Report.
3. The problem/gap is occurring because learning targets and tasks are not aligned to the standards and differentiation is not present.
4. If standards-based planning and instruction would occur, the problem would be reduced by 5%.

**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' mathematics achievement will increase from 50% proficiency to 55%, as measured by 2018-2019 Mathematics Achievement as reported on the School Grade Report.

**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 identify critical content from the Standards in alignment with district resources.
- 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?
Conduct regular 'data chats' with students and support setting learning goals based on data and progress monitoring.	All Math teachers	Twice per quarter
Utilize ISM walk-through tool to identify trends and make plans to increase student math achievement.	AP for Math-Devine Principal – Francois Department Chair - Wolff	Following ISM Visits
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data.	Department Chair – Wolff AP for Math – Devine	Once a month
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback.	AP for Math – Devine Principal - Francois	Weekly
Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS).	AP for Math – Devine Department Chair – Wolff	Weekly
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data	AP for Math – Devine Department Chair – Wolff	Monthly



Following each cycle assessment, math data will be analyzed in order to determine strengths and weaknesses in student performance and design intervention / remediation strategies in order to assist students in moving toward mastery in those areas.	Principal – Francois AP for Math – Devine Department Chair - Wolff	Quarterly
We are going to implement and utilize Restorative Practices for both academic and behavioral interventions paying particular attention to our stakeholders’ Social Emotional Learning and needs.	Equity Team	Ongoing
Teachers utilize AVID WICOR strategies in planning and facilitation of their lessons.	AVID site Team leads the way, but all teachers use the strategies	Ongoing
Identify the Lowest 25% Math students and ensure that they are receiving specialized and differentiated instruction in order to raise their math proficiency.	Principal – Francois AP for Math – Devine Math Dept. Chair – Wolff	Pre-School and then Quarterly

**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
Teachers collaboratively plan learning targets and learning tasks to align to the Florida Standards for Mathematics (MFAS).	All Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Performance Matters as a data source	All Math teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School-based PD over how to facilitate a standards-based lesson from the Mathematics student learning page	Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PD over how teachers can use pre-assessments and unit assessments in order to drive instruction based on data	Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School-based PD for implementing the use of the photo circle platform to document and share evidence-based teaching in learning in the classroom.	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:** Statewide Science Assessment, Gap analysis data, classroom observations and feedback, PLC and Student formative data

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

1. Our current level of performance is 47%, as evidenced in SSA proficiency (Level 3 and above).
2. We expect our performance level to be 52% by May 2019.
3. The problem/gap is occurring because data is not being utilized regularly to differentiate and scaffold instruction to increase student performance.
4. If effective implementation of differentiation and scaffolding of inquiry-based instruction would occur, the problem would be reduced by 5%.

**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 8th grade students achieving science proficiency will increase from 47% to 52%, as measured by Statewide Science Assessment.

**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 that differentiates/scaffolds instruction to meet the needs of each student.
- 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?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach and provide research-based interventions.	Teachers and Department Chair	Ongoing
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	All Teachers	Weekly
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex texts.	Principal - Francois Department Chair – Gray AP for Science - Shepherd	Monthly
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers and science Instructional Staff Developer to support next steps.	AP for Science – Shepherd Principal - Francois	Weekly
Following each cycle assessment, science data will be analyzed in order to determine strengths and weaknesses in student performance and design intervention / remediation strategies in order to assist students in moving toward mastery in those areas.	Principal – Francois AP for Science – Shepherd Department Chair - Gray	Quarterly



We are going to implement and utilize Restorative Practices for both academic and behavioral interventions paying particular attention to our stakeholders' Social Emotional Learning and needs.	Equity Team	Ongoing
Teachers utilize AVID WICOR strategies in planning and facilitation of their lessons.	AVID site Team leads the way, but all teachers use the strategies	Ongoing

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Using data to Intentionally plan and differentiate lessons	Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Assessing students to monitor for learning	Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School-Based PD: Equity in grading	All faculty and Administrators	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
School-based training for AVID WICOR strategies	Science Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
School-based PD in differentiation and inquiry-based instruction	Science Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**D. Social Studies Goal**

**DATA SOURCES TO REVIEW:** 2018 Spring EOC Civics Assessment, ISM visit data, formative assessments and collaborative planning findings.

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

1. Our current level of performance is 65%, as evidenced in 2018 Spring EOC Civics Assessment.
2. We expect our performance level to be 70% by 2019 Spring EOC Assessment.
3. The problem/gap is occurring because scores have only risen incrementally over the last three years. ISM visit data shows that classroom practices do not consistently include student-centered learning environments with rigor and teachers do not consistently monitor for learning and differentiation is not readily apparent.
4. If teachers collaboratively plan for student-centered, scaffolded exercises that build on Higher Order Thinking opportunities would occur, the problem would be reduced in the data received from the ISM visits throughout the year and increases on the Civics EOC.

**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 achieving proficiency on the Civics EOC will increase from 65% to 70%, as measured by the spring administration of the Civics EOC.

**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 that differentiates/scaffolds instruction to meet the needs of each student.

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?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach and provide research-based interventions.	All Social Studies teachers	Ongoing daily (Monitoring for learning with feedback)
Following each cycle assessment, Civics data will be analyzed in order to determine strengths and weaknesses in student performance and design intervention / remediation strategies in order to assist students in moving toward mastery in those areas.	Principal – Francois AP for Social Studies – Shepherd Department Chair - Murray	Quarterly / Following cycle assessments
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	All Social Studies teachers	Weekly
Provide students with the opportunity to demonstrate higher order thinking strategies and processes.	All Social Studies teachers	Ongoing
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of ‘data chats’ to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.	AP for Social Studies – Shepherd Department Chair - Murray	Once per month
Teachers monitor and provide feedback to students to support learning.	All Social Studies Teachers	Ongoing



# Academic Goals

Teachers will instruct students on how to analyze primary source documents to use in gathering of information to answer higher order questions.	All Social Studies Teachers	Ongoing
We are going to implement and utilize Restorative Practices for both academic and behavioral interventions paying particular attention to our stakeholders' Social Emotional Learning and needs.	Equity Team	Ongoing
Teachers utilize AVID WICOR strategies in planning and facilitation of their lessons.	AVID site Team leads the way, but all teachers use the strategies	Ongoing

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly SBLT meeting with instructional leaders (department chairs) to discuss what teachers are struggling with and providing appropriate resources for the next weeks department meetings.	Content area department chairs and administrators	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District-provided PD from the middle school social studies expert for monitoring with feedback.	Social Studies Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
School-based training on the use of AVID strategies to enhance and supplement student engagement.	Social Studies 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 bronze as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 4 out of 6 modules, which is eligible for Silver status by April 2019.
3. The problem/gap is occurring because of the lack of physical activities beyond recommended # of minutes.
4. If our healthy school teams 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 4 out of 6 modules for Silver recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Network.

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

- Choose Strategy
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
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.	Principal Francois	August 2018
Attend district-supported professional development	Healthy School Team	Aug. 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019

**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
Healthy Schools Program Training Component #19545	Healthy School Team Members	<input type="checkbox"/> Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input type="checkbox"/> Other Priority



# Academic Goals

Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	<input type="checkbox"/> Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	<input type="checkbox"/> Other Priority
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	<input type="checkbox"/> Other Priority



## G. Career- and College -Readiness

**DATA SOURCES TO REVIEW:** Enrollment in advanced courses based on FOCUS

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

1. Our current level of performance is 53% of our students are taking at least one advanced course, as evidenced in advanced course enrollment.
2. We expect our performance level to be 60% of our students taking at least one advanced course by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students are not being placed into academically challenging classes and then supported by either intensive classes or the AVID elective or both.
4. If students were placed into academically challenging courses and offered ongoing support would occur, the problem would be reduced by 7%.

### 5. SMART GOALS:

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

The percent of all students taking advanced courses will increase from 53% to 60%, as measured by the end of the 2018-2019 school year.

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

- Strengthen teacher implementation of rigorous instructional practices.
- 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?
Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.	All teachers	Ongoing
Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for students in rigorous courses	Principal and SBLT	Quarterly
Administrators monitor instruction for culturally relevant teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD	All administrators	Weekly
Update AVID Coaching and Certification Instrument (CCI) on a monthly basis <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	AVID site Team Coordinator – Jones-Scott / Morton	Monthly

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

- Priority 1
- Priority 2
- Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID Summer Institute	AVID Site Team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Pathways Training	AVID Site Team	<input checked="" 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





**H. STEM**

**DATA SOURCES TO REVIEW:** FOCUS Student enrollment

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

1. Our current level of performance is 20 students enrolled in STEM enrichment, as evidenced in FOCUS.
2. We expect our performance level to be 30 students in this enrichment by the end of the 2018-2019 school year.
3. The problem/gap is occurring because all students are not being recruited into the program.
4. If all students were recruited into the STEM program would occur, the problem would be reduced by 10 students.

**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 the STEM enrichment program will increase from 20 to 30, as measured by the end of the 2018-2019 school year.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Establish or maintain an after-school STEM academy to increase access to STEM content for students.	STEM Coordinator	Ongoing
Ensure opportunities to practice, demonstrate and apply appropriate domain-specific vocabulary when communicating science, technology, engineering and mathematical content.	STEM Coordinator	Ongoing
Apply STEM content to construct creative and innovative ideas.	STEM Coordinator	Ongoing
Analyze the impact of global issues and real-world problems at the local, state, national and international levels.	STEM Coordinator	Ongoing
Conduct research to refine questions, develop new questions, engage in critical thinking and present findings on real-world problems.	STEM Coordinator	Ongoing

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## I. Graduation Goal

**DATA SOURCES TO REVIEW:** FOCUS, Progression Report

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

1. Our current level of performance is 1 student not passing from 8<sup>th</sup> to 9<sup>th</sup> Grade for school year 2017-2018, as evidenced in FOCUS.
2. We expect our performance level to be 100% of our 8<sup>th</sup> Grade students matriculating to the 9<sup>th</sup> grade by the end of the school term 2018-2019.
3. The problem/gap is occurring because the student was not adequately encouraged to attend ELP, credit recovery or academic focus groups in order to ultimately pass the 8<sup>th</sup> grade.
4. If students were encouraged to attend credit recovery or ELP or other academic interventions were designed for their success would occur, the problem would be reduced to 0.

### 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 being withheld (failing) middle school will decrease from 1 to 0, as measured by FOCUS Progression Reports.

### 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?
Being proactive in identifying students who are at risk of being withheld	APC – Witcher Principal – Francois DMT - Hobson	Quarterly throughout the school year
Teachers will reach out to the parents of students who are in danger of failing their courses	All administrators	Throughout the school year
Utilize Positive Behavior Intervention Strategies to reward students for becoming and remaining academically successful	PBIS Team	At least quarterly, but throughout the school year
MTSS early warning processes	MTSS / SBLT	Throughout the school year

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

- Priority 1     Priority 2     Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
School-based PD illustrating methods of identifying students at risk of failing	All teachers	<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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**Subgroups**

**A. Bridging the Gap with Equity for All: African-American Students**

**DATA SOURCES TO REVIEW:** Advanced course enrollment in FOCUS

**REFLECTION:**

1. Our current level of performance is 49% African-American Students are enrolled at least one Advanced-level course, as evidenced in FOCUS.
2. We expect our performance level to be 60% of African-American students in Advanced-level courses by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students were not being placed in courses based on potential for success with adequate supports in place.
4. If students are placed in challenging courses with adequate supports, the problem would be reduced by 10-12%.

**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 all African- American students represented in advanced courses will increase from 49% to 60%, as measured by advanced course enrollment in FOCUS by the end of the 2018-2019 school year.

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 African-American 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"/> Develop learner profile and personalized learning plan for all African-American students who are not-on-track to graduate. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Zero African-American students failing to advance to the 9<sup>th</sup> grade.</li> </ul>
Student Achievement	<input checked="" type="checkbox"/> Ensure African-American 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 <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• 100% of our African-American students will be on-track to pass the 8<sup>th</sup> grade.</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of African-American students served within the talent development groups or identified as gifted learners. <input checked="" type="checkbox"/> Ensure African-American 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"/> Partner with families to monitor usage of digital resources that are provided beyond the school day.	<ul style="list-style-type: none"> <li>• A greater number of African-American students represented in our advanced courses.</li> <li>• A decrease in the number of African-American students retained in each grade level.</li> <li>• The school will go from having 0% African-American students taking and passing the Algebra 1 EOC to 10% of the African-American student population.</li> </ul>
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• The number of students who feel welcome in our school will increase.</li> <li>• The number of students receiving multiple ODRs and suspensions will</li> </ul>



# Subgroup Goals

		<p>decrease, resulting in more time in classes receiving instruction.</p> <ul style="list-style-type: none"> <li>The number of teachers writing multiple Referrals will decrease.</li> </ul>
ESE Identification	<input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>There will be more African-American students receiving an increased amount of support from the school and district before being labeled EBD.</li> <li>There may be fewer African-American students labeled EBD.</li> </ul>
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of African-American applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>Hiring of faculty and staff will reflect the demographics of the building.</li> </ul>

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Intentionally enroll more African-American students into Advanced courses as well as offering those students increased support through AVID or intensive classes.	Guidance Counselors and Assistant Principal for Curriculum - Witcher	July/August 2018 initially but the screening process will happen throughout the year

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 and SEL Training	Principal – Francois APC – Witcher AP of Accountability - Devine Guidance – Taylor Teacher advocate – Mrs. Martin	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID WICOR strategies employed in all classrooms and African-American students will be encouraged to enroll in the AVID elective course	Guidance Counselors APC - Witcher	<input 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:** Florida Standards Assessments, Teachers' formative and summative assessments

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

1. Our current level of performance is 11.7% of our ESE students are proficient in ELA , as evidenced in 2017-2018 Florida Standards Assessment.
2. We expect our performance level to be 15% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because the curriculum is not being differentiated or scaffolded for our ESE students.
4. If teachers would differentiate and scaffold their lessons to build concept mastery would occur, the problem would be reduced by 4%.

**5. SMART GOALS:**

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

The percent of ESE students achieving proficiency in ELA will increase from 11.7% to 15%, as measured by Florida Standard 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.)*

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).

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?
Implement a process for placing students requiring ESE services in the master schedule first in order to optimize service delivery and focus on a clustering process to meet student needs.	AP of Curriculum – Dr. Witcher Principal - Francois	Pre-School and then Quarterly
Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services	AP for ESE – Dr. Witcher ESE DC – Mrs. Klug	Ongoing
Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems, including assistive note-taking technology and sign language.	Teachers of ESE students ESE DC – Mrs. Klug	Ongoing
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	Teachers of ESE students	Ongoing
We are going to implement and utilize Restorative Practices for both academic and behavioral interventions paying particular attention to our stakeholders' Social Emotional Learning and needs.	All teachers	Ongoing
Use of AVID WICOR strategies in order to enhance all students' engagement in all core courses.	<b>All teachers</b>	<b>Ongoing</b>



# Subgroup Goals

## 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
AVID Summer Institute	AVID Site Team	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Pathway Training	AVID Site Team	<input type="checkbox"/> Priority 1 <input checked="" 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, Florida Standards Assessment

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

1. Our current level of performance is our ELL students’ proficiency in ELA is 5.7%, as evidenced in 2017-2018 Florida Standards Assessment.
2. We expect our performance level to be 10% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because teachers are not adequately differentiating and scaffolding for the ELA Florida Standards so that ELL students will have greater access to the concepts.
4. If differentiation and scaffolding of the of the key concepts of the ELA standards 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 proficient in ELA will increase from 5.7% to 10%, as measured by 2018-2019 Florida Standards Assessment.

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen school processes for engaging ELL students and families through meaningful communication.

**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?
Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.	SBLT ESOL Teacher – Ms. Owen	Pre-School and Quarterly through the year
Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.	Department chairs and ESOL teacher	Monthly
Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas.	Department chairs and ESOL teacher	Monthly
Monitor the lesson planning and classroom implementation of effective lessons that engage ELLs in rigorous, standards-based work that is rich in language development (explicit vocabulary, specific language patters and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting English learners.	AP for ELA/ESE – Dr. Witcher	Monthly
Plan for meaningful communication with families via the website, newsletter, parent letters, etc. and ensure communication is available in languages spoken by ELs.	Administrators and Family and Community Liaison	Ongoing





Ensure language needs of ELL families are considered for all academic and engagement events.	Administrators and Family and Community Liaison	Ongoing
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**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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

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

**DATA SOURCES TO REVIEW:** FSA data for gifted students, classroom visits/observations, formative assessments

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

- Our current level of performance is 89% of our gifted students scored a level 4 or 5 in Math and 80% scored a level 4 or 5 in Reading as evidenced in FSA data for 2018.
- We expect our performance level to be 94% of our gifted students scoring level 4 or 5 in Math and 85% scoring a level 4 or 5 in Reading by 2019.
- The problem/gap is occurring because lesson plans for gifted students are not being properly differentiated.
- If differentiation and enrichment opportunities would occur, the problem would be reduced by 5%.

**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 scoring at level 4 or 5 will increase from 80% to 85%, as measured by the FSA Math 2018-2019 assessment.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific 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.



**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/Staff new to the Center for Gifted Studies obtain the gifted micro-credential and/or the gifted endorsement so they can better engage gifted learners in complex tasks	AP for Gifted - Devine CGS Coordinator - Micalizzi	Throughout the 2018-2019 school year
Teachers intentionally plan for differentiation (using FSA data) for gifted learners and administrators monitor and provide feedback	All Gifted Teachers	Weekly
Allow gifted students to utilize "curriculum compacting" as a means for differentiation and/or scaffolding	Gifted Teachers	Ongoing
Pace learning for gifted learners in response to students individual needs	Gifted Teachers	Ongoing
Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives	Gifted Teachers	Ongoing
Differentiation relative to teachers' use of research-based gifted resources, including College of William and Mary gifted learning units	CGS Coordinator – Micalizzi AP for Gifted - Devine	Ongoing
Administrators recommend that Deliberate Practice Plans incorporate opportunities for growth in the area of differentiating for gifted learners	AP for Gifted - Devine	Pre-School 2018-2019
Complex reading and writing activities will be incorporated into all content areas.	Gifted Teachers	Ongoing
Keep parents informed of academic initiatives through newsletters and other forms of communication; hold one parent education night per semester	Coordinator – Micalizzi AP for Gifted - Devine	Ongoing
Teachers will utilize learning models and AVID WICOR strategies specific to gifted students.	Gifted teachers	Ongoing

**8. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PCS Gifted Micro-Credential	1 Guidance Counselor, AP for gifted	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Development on "Differentiation for Gifted Learners"	Gifted Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID WICOR strategy training	Gifted Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Conduct data chats with families to discuss student progress (Grades, FSA scores, Cycle Assessments)</li> <li>Utilize social media to increase communication with parents, Facebook and Twitter</li> <li>We will have a specialized link on our website inviting parents and community members to share their input on any initiative we have</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counselors</li> <li>Grade-Level Assistant Principals</li> <li>School Principal Francois</li> <li>The website facilitator - Bohl</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Provide academic workshops (Face-to-Face) for parents to increase student support at home.</li> <li>Provide families/parents with academic tools/ resources on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counselors</li> <li>Grade-Level Assistant Principals</li> <li>School Principal</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Utilize student services to provide families and students with resources, tools and outside agency referrals</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counselors</li> <li>Grade-Level Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Develop and build activities to build respect and trust between home and school</li> <li>Increase positive interactions with parents/families on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Family / Community Liaison</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

### 5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies):     Priority 1                       Priority 2                       Priority 3

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Diana	Wolff	White	Teacher
Anthony	Francois	Black	Principal
Letarsha	Hobson	Black	Support Employee
Shirley	Whiting	Black	Support Employee
Jennifer	Hornyak	White	Parent
Jeremy	Huskey	Hispanic	Parent
		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.

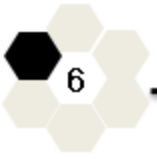
## SAC COMPLIANCE

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):

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
<b>1.</b>	<b>Academic Support</b>	<b>\$ \$1,100</b>
	Books available for students to checkout	\$600
	Educational Experiences / Trips]	\$500
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ 300</b>
	Student incentives and celebrations	\$300
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ 500</b>
	Materials for STEM Night	\$300
	Materials for Academic Family Engagement Nights	\$200
<b>4.</b>	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	<b>\$ \$1,100</b>
	Registration for Gifted Competitions	\$600
	Materials for Gifted Competitions	\$500
<b>5.</b>	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	<b>\$ \$1,100</b>
	TDEs for Teacher PD	\$1,100
	[Describe categories on a separate row]	[Insert Amount]
<b>6.</b>	<b>Other (please list below)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ 4,100</b>		