



School Improvement Plan SY 2018-19

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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: | Reuben C. Hepburn | SAC Chair: | Dr. Kevin Gordon |
|-------------------|-------------------|-------------------|------------------|

| | |
|----------------------|---|
| School Vision | <i>We will continue to strive for 100% of our students to achieve post-secondary readiness and become active and contributing members of society.</i> |
|----------------------|---|

| | |
|-----------------------|---|
| School Mission | <i>To foster cooperative relationships within our school community and create a collaborative environment in which all students graduate.</i> |
|-----------------------|---|

School Data

| Total School Enrollment | Ethnic Breakdown: | | | | | |
|-------------------------|-------------------|-------|----------|--------------|-------|-------|
| | Asian | Black | Hispanic | Multi-Racial | White | Other |
| 1199 | 16 | 725 | 98 | 37 | 323 | 0 |

| | | | | | |
|---------------------|-------------------|-------------------|-------------------|----------------|-----|
| School Grade | 2018: C | 2017: C | 2016: D | Title I | YES |
|---------------------|-------------------|-------------------|-------------------|----------------|-----|

| Proficiency Rates | ELA | | Math | | Science | | Social Studies | | Accel. Rate | | Grad Rate | |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
| | 2018 % | 2017 % | 2018 % | 2017 % | 2018 % | 2017 % | 2018 % | 2017 % | 2017 % | 2016 % | 2017 % | 2016 % |
| Proficiency All | 43 | 38 | 30 | 31 | 46 | 68 | 59 | 52 | 58 | 53 | 84 | 84 |
| Learning Gains All | 44 | 40. | 39 | 40 | | | | | | | | |
| Learning Gains L25% | 34 | 34 | 46 | 35 | | | | | | | | |

| School Leadership Team | | | | |
|-----------------------------------|------------|-----------|-----------------------------|-------------------------|
| Position/Role | First Name | Last Name | FT/PT | Years at Current School |
| Principal | Reuben | Hepburn | FT | 1-3 years |
| Assistant Principal | Michele | Diaz | FT | 1-3 years |
| Assistant Principal | Ija | Hawthorne | FT | 4-10 years |
| Assistant Principal | Nicole | Holcombe | FT | 1-3 years |
| Assistant Principal | Michael | Machado | FT | 1-3 years |
| Assistant Principal | DeJuan | Patrick | FT | 1-3 years |
| Assistant Principal | Derek | Weston | FT | 11-20 years |
| Equity Champion | Teena | Huffaker | FT | 4-10 years |
| ESE | DeJuan | Patrick | FT | 1-3 years |
| ELL | Teena | Huffaker | FT | 4-10 years |
| Climate and Culture | Reuben | Hepburn | FT | 1-3 years |
| Total Instructional Staff: | 75 | | Total Support Staff: | 60 |



B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students performing successfully on state assessments will increase from our 2017-2018 student achievement scores to a level that surpasses the previous year’s student achievement performance. The focus on standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students performing successfully on state assessments will increase from our 2017-2018 student achievement scores to a level that surpasses the previous year’s student achievement performance. Standards-based planning will provides teachers with an opportunity to collaboratively plan focused instruction to meet the specific needs of our students.

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of black students performing successfully on state assessments will increase from our 2017-2018 student achievement scores to a level that surpasses the previous year’s student achievement performance. Culturally relevant teaching will specifically target our 725 African American students, and will be used to close the achievement gap in our core academic classes. This strategy will empower our African American students to maintain cultural integrity, while succeeding academically.



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) | Priority 1 | Our Leadership Team is involved in examining and analyzing data. This enable the SBLT/MTSS Team to monitor instructional implementation of grade level standards to increase students’ performance on the FSA. make data driven decisions that have a positive impact on student achievement. | <ul style="list-style-type: none"> • PD Trainings • Bi-Weekly Meetings • SBLT/MTSS Meeting Agendas • SBLT/MTSS Meeting Minutes | <ul style="list-style-type: none"> • SBLT – Principal • MTSS – Assistant Principal | <ul style="list-style-type: none"> • Principal • Asst. Principal • Instructional Staff • Support Staff • Academic Coaches • Itinerants | Bi-Weekly - Tuesdays | <ul style="list-style-type: none"> • Administrators and staff members working together as a team, learning from one another to refine our practices. • Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |



| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|----|------------------------------------|--------------------|--|--|---|--|--|---|
| 2. | Tier 3 Problem-solving Team | Priority 3 | This team operates within the SBLT/MTSS Team. Our main objective is to create intensive and personalized intervention plans to support our struggling students in the academic and social development. | <ul style="list-style-type: none"> • PD Trainings • Bi-Weekly Meetings • SBLT/MTSS Meeting Agendas • SBLT/MTSS Meeting Minutes | <ul style="list-style-type: none"> • Principal • Assistant Principal | <ul style="list-style-type: none"> • Principal • Asst. Principal • Instructional Staff • Support Staff • Academic Coaches • Itinerants | Bi-Weekly - Tuesdays | <ul style="list-style-type: none"> • Administrators and staff members working together as a team, learning from one another to refine our practices. • Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |
| 3. | Equity Team | All Priorities | The Equity Team's primary objective is to support the district and school's efforts in creating educational opportunities, policies and programs that will further racial equity in our school. The Equity Team will assist in reducing and eventually eliminating disproportionality in discipline. | <ul style="list-style-type: none"> • PD Trainings • Quarterly Meetings • Equity Team Meeting Agendas • Equity Team Meeting Minutes | <ul style="list-style-type: none"> • Principal • Assistant Principal • Equity Champion | <ul style="list-style-type: none"> • Principal • Asst. Principal • Instructional Staff • Support Staff • Academic Coaches • Itinerants | <ul style="list-style-type: none"> • Quarterly Meetings | <ul style="list-style-type: none"> • Administrators and staff members working together as a team, learning from one another to refine our practices. • Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |



| | 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 |
|----|---|--------------------|--|--|--|--|--------------------------------|--|
| 4. | Child Study Team | Priority 2 | The Child Study Team is a multidisciplinary educational team that is responsible to locate, identify, evaluate, and determine the necessary interventions needed to support students academically and socially. | <ul style="list-style-type: none"> • PD Trainings • Bi-Weekly Meetings • Child Study Team Meeting Agendas • Child Study Team Meeting Minutes | <ul style="list-style-type: none"> • Principal • Assistant Principal | <ul style="list-style-type: none"> • Psychologists, • VE Specialist • Social Worker • Speech Therapist • Attend. Specialist • Guidance Couns. • Grade Level Asst. Principal | Bi-Weekly – Tuesday - Thursday | <ul style="list-style-type: none"> • Administrators, Itinerants, and staff members working together as a team, learning from one another to refine our practices. • Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |
| 5. | Ninth Grade Subject Area / Grade Level Leadership Team | Priority 1 | The Ninth Grade/Freshman Transition Program is a self-contained learning community for ninth-graders that operates as a school within a school. With its own administrator, space, faculty, and teacher teams, it is designed to offer | <ul style="list-style-type: none"> • PD Trainings • Monthly Meetings • Freshman Transition Team Meeting Agendas • Freshman Transition Team Meeting Minutes | <ul style="list-style-type: none"> • Principal • Assistant Principal | <ul style="list-style-type: none"> • Psychologists, • VE Specialist • Social Worker • Speech Therapist • Attend. Specialist • Guidance Couns. • Ninth Grade Asst. Principal | Monthly | <ul style="list-style-type: none"> • Administrators, Itinerants, and staff members working together as a team, learning from one another to refine our practices. • Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |



| | 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 |
|----|--|--------------------|--|--|--|--|---------------------|--|
| | | | ninth-graders a more personalized, engaging, and responsive learning environment. The ninth Grade Leadership Team’s goal is to ensure 100% success for all ninth grade students. | | | | | |
| 6. | Twelfth Grade Subject Area / Graduation Cohort Leadership Team | Priority 1 | Graduation Cohort Leadership Team will identify twelfth grade students early and provide them with support so that they can get back on track and graduate on-time from high school. | <ul style="list-style-type: none"> • PD Trainings • Monthly Meetings • Graduation Cohort Leadership Team Meeting Agendas • Graduation Cohort Leadership Team Meeting Minutes | <ul style="list-style-type: none"> • Principal • Assistant Principal | <ul style="list-style-type: none"> • Attend. Specialist • Guidance Couns. • Twelfth Grade Asst. Principal | Monthly | <ul style="list-style-type: none"> • Administrators, Itinerants, and staff members working together as a team, learning from one another to refine our practices. • Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |
| 7. | Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i> | Priority 1 | The Literacy Leadership Team is a systematic change effort fueled by the shared vision, values and | <ul style="list-style-type: none"> • PD Trainings • Monthly Meetings • LLT Meeting Agendas • LLT Meeting Minutes | <ul style="list-style-type: none"> • Principal • Assistant Principal • Literacy Coach | <ul style="list-style-type: none"> • Principal • Assistant Principal • Literacy Coach • Dept. Chairs | Quarterly | <ul style="list-style-type: none"> • Administrators, Itinerants, and staff members working together as a team, learning from one another to refine our practices. |



| | 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 |
|----|-------------------------------|--------------------|---|--|---|--|---------------------|--|
| | | | decision-making capabilities of a strong Literacy Leadership Team. The Literacy Team is guided by the Literacy Coach. The main objective of the team is to monitor and assess student achievement. | | | <ul style="list-style-type: none"> Instructional Staff Members | | <ul style="list-style-type: none"> Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |
| 8. | PBIS Team | Priority 2 | The PBIS Team's primary objective is to support the district and school's efforts in creating educational opportunities, policies and programs through the decrease or elimination of major disciplinary infractions. | <ul style="list-style-type: none"> PD Trainings Quarterly Meetings PBIS Team Meeting Agendas PBIS Team Meeting Minutes | <ul style="list-style-type: none"> Principal Assistant Principal Behavior Specialist | <ul style="list-style-type: none"> Principal Assistant Principal Behavior Specialist Dept. Chairs Psychologists, VE Specialist Social Worker Guidance Counsel. | Quarterly | <ul style="list-style-type: none"> Administrators, Itinerants, and staff members working together as a team, learning from one another to refine our practices. Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |
| 9. | Family Engagement Team | Priority 2 | Family Engagement Team is dedicated to | <ul style="list-style-type: none"> PD Trainings Quarterly Meetings | <ul style="list-style-type: none"> Principal Assistant Principal | <ul style="list-style-type: none"> Principal Assistant Principal | Quarterly | <ul style="list-style-type: none"> Administrators, Itinerants, PTSA representatives and |



| | 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 |
|--|-------------------|--------------------|---|--|--|---|---------------------|--|
| | | | <p>providing resources, and implementing strategies to support local units and communities in their efforts to effectively engage all families and increase their ability to positively impact student achievement.</p> | <ul style="list-style-type: none"> Family Engagement Team Meeting Agendas Family Engagement Team Meeting Minutes | <ul style="list-style-type: none"> Title I Coord. PTSA President | <ul style="list-style-type: none"> Dept. Chairs Title I Coord. PTSA President Guidance Counsel. PCCA Fan Club Rep. | | <p>staff members working together as a team, learning from one another to refine our practices.</p> <ul style="list-style-type: none"> Data are examined and analyzed to assess the amount of progress made in reaching our School Improvement Goals. |

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 for the 2017-2018 school year was 1,971 referrals. We expect our performance level to be decreased by 20% for the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because our Ninth Grade students have trouble adjusting to the new school environment.
3. If proper support and orientation to the expectations of our school would occur, the problem would be reduced by 20%, as evidenced by the decrease in discipline 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 each quarter.

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 9th grade students overall will decrease from 746 referrals to 600 referrals, as measured by the school-wide discipline data.

6. STRATEGIES:

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

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

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

| Action Steps to implement these strategies | WHO is leading each strategy? | WHEN is it occurring? |
|--|--|---|
| <i>Attend district-led, two-day team training for Restorative Approaches and SEL</i> | <ul style="list-style-type: none"> • Nicole Holcombe | <ul style="list-style-type: none"> • Ongoing |
| <i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i> | <ul style="list-style-type: none"> • Nicole Holcombe | <ul style="list-style-type: none"> • Ongoing |
| <i>Develop school-wide roll-out and development plan of RP/SEL.</i> | <ul style="list-style-type: none"> • Nicole Holcombe | <ul style="list-style-type: none"> • Ongoing |
| <i>Conduct learning opportunities.</i> | <ul style="list-style-type: none"> • Nicole Holcombe | <ul style="list-style-type: none"> • Ongoing |
| <i>Monitor and support staff for implementation with fidelity.</i> | <ul style="list-style-type: none"> • Nicole Holcombe | <ul style="list-style-type: none"> • Ongoing |
| <i>Review student and teacher data for trends and next steps.</i> | <ul style="list-style-type: none"> • All Administrators | <ul style="list-style-type: none"> • Quarterly |
| <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"> • DeJuan Patrick | <ul style="list-style-type: none"> • 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 learning opportunities that support this goal. Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|------------------------------------|--|--|
| Restorative Practices Training | All Instructional Staff, SRO's, Guidance Counselors & Itinerants | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Positive Behavior Support Training | All Instructional Staff, SRO's, Guidance Counselors & Itinerants | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Classroom Management Training | All Instructional 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 89% for all students for the 2017-2018 school year. We expect our performance level to be increased by 5% for the 2018-2019 school year.
2. The problem/gap in attendance is occurring because seniors are not coming to school. This is evident by their low attendance rate of 86% for the 2017-2018 school year.
3. If the attendance rate improves for seniors would occur, the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by the end of each quarter during the 2018-2019 school year.

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 12th grade students absent from school will decrease from 14% absentee rate to 6% absentee rate, as measured by our school-wide attendance data for 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 the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Choose Attendance Strategy

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

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|--|---|
| Review attendance taking process and school-wide strategies for positive attendance with all staff. | <ul style="list-style-type: none"> • Administrators & DMT | <ul style="list-style-type: none"> • Ongoing |
| Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. | <ul style="list-style-type: none"> • DeJaun Patrick | <ul style="list-style-type: none"> • Ongoing |
| Develop and implement attendance incentive programs and competitions. | <ul style="list-style-type: none"> • Attendance Specialist | <ul style="list-style-type: none"> • Ongoing |
| 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"> • Administrators | <ul style="list-style-type: none"> • Ongoing |
| Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. | <ul style="list-style-type: none"> • Administrators | <ul style="list-style-type: none"> • Ongoing |
| 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"> • MTSS | <ul style="list-style-type: none"> • Ongoing |
| 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"> • Administrators & DMT | <ul style="list-style-type: none"> • Ongoing |

8. MONITORING:

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

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

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---|---|--|
| Review Attendance Taking Process And School-Wide Strategies | All Instructional Staff | <input checked="" type="checkbox"/> Priority 1 |
| Asset Map The Attendance Resources | MTSS | <input checked="" type="checkbox"/> Priority 1 |



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 43% as evidenced in FSA ELA Data
2. We expect our performance level to be 53% by May 2019 ELA FSA.
3. The problem/gap is occurring because our students need updates on their progress and strategy implementation to increase their learning gains based on data chats. Another gap is-faculty's fidelity of implementation of professional development to support student growth.
4. If data chats with strategy support would occur, the problem would be reduced by 40% and student learning gains would increase by 10%.

5. SMART GOALS:

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

The percent of all students making learning gains on FSA ELA will from 43% to 53% to as measured by FSA ELA Data May 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? |
|---|----------------------------------|--------------------------|
| PLC's which address standard deficiencies as evidenced on cycle assessment data while incorporating strategies to support student growth (student feedback) | Literacy Coach/Administration | Bi-Weekly |
| School wide Literacy Strategy to address literacy-Question Stem Bank Wednesdays which will address Costa's Level of Thinking Question Stems in all subject areas. | Literacy Coach/Administration | Weekly |
| Incorporating standards-based instructional strategies on the lesson plans and during class while aligning critical content with daily learning targets | Literacy Coach/Administration | 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 opportunities that support this goal. Add rows as needed.)

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|---|--|
| Facilitating Cognitively Complex Tasks | 15 - Teachers | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



Academic Goals

| | | |
|---|---------------|--|
| Core Connection LAFS and Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas | 15 - Teachers | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Culturally Relevant Teaching and CECE | 15 - Teachers | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 39%, as evidenced in FSA EOC Learning Gains.
2. We expect our performance level to be 50% by May 2019 FSA EOC Testing.
3. The problem/gap is occurring because students are not aware of their own progress towards the goal.
4. If data chats and student tracking would occur, the problem would be reduced by 50% and student learning gains would increase by 10%.

5. SMART GOALS:

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

The percent of all students making learning gains will increase from 39% to 50%, as measured by FSA Math EOCs of Algebra 1 and Geometry.

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.
- 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? |
|---|------------------------------|--------------------------|
| Regular PLCs for data disaggregation and planning to incorporate AVID strategies and Focus notetaking in the classroom. | Math Coach/Administration | Bi-weekly |
| Data chats and reviews with students to track progress in learning. | Administration /Teachers | Monthly |
| PLC's will be looking further into standards for EOC courses by utilizing the FSA Practice items, and test specifications for planning. | Math Coach | 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 |
|---|---|--|
| Common Grading Practices Training | 9 Math Teachers And Coach | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Avid Strategies And Focused Note Taking | 9 Math Teachers And Math Coach | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Math Calculus Study To Increase Mathematical Literacy Of Teachers | 9 Math Teachers And Math Coach | <input 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 48%, as evidenced in our Biology EOC scores.
2. We expect our performance level to be 58%, by using content enhancement routines; monthly facilitative planning; coaching support; and professional development.
3. The problem/gap is occurring because of a lack of culturally relevant learning experiences.
4. If culturally relevant teaching experiences were increased, the problem would be reduced by 10% and student learning gains would increase by 10%.

5. SMART GOALS:

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

The percent of all students enrolled in Biology classes will increase from 50% to 60% as measured by Biology EOC scores.

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

- Choose Strategy **Content Enhancement Routines for all Biology teachers**
- Choose Strategy **Monthly Facilitative Planning**
- Choose Strategy **Coaching Support**

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? |
|--|------------------------------|--------------------------|
| Professional development and weekly walk-through's with feedback | Schultz | Monthly |
| Biology P.L.C. meetings once a month and other science twice a month | Schultz | Monthly |
| One on one professional development weekly meetings | Machado / McInerney | 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 Feedback from walk-through's provided by Mrs. Schultz
- Priority 2 Mr. Machado will lead science P.L.C.'s and one on one monthly meetings
- Priority 3 Walk-through and Observation Feedback from Mr. Machado; Mrs. McInerney; and Mrs. Schultz.

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 |
|-----------------------------------|---|--|
| Content Enhancement Routines | All Science Teachers | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| District-Wide Quarterly P.L.C.'S | All Science Teachers | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Cultural Diversity Training | All Science Teachers | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 59%, as evidenced in US History EOC.
2. We expect our performance level to be 69% by June 2019.
3. The problem/gap is occurring because our 11th grade students have a high absentee rate.
4. If the increase in 11th grade students' attendance would occur, the problem would be reduced by 10% and student learning gains would increase by 10%.

5. SMART GOALS:

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

The percent of all students achieving US History proficiency will increase from 59% to 69%, as measured by the U.S. History EOC.

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

- Strengthen staff ability to engage students in complex tasks.
- 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? |
|--|------------------------------|--------------------------|
| Team planning to develop scales and targets to meet benchmarks | Mr. Powers | Bi-weekly |
| Employ WICOR strategies to increase critical thinking and collaboration | Mr. Williams | Weekly in class |
| Introduce cross-over topics to draw conclusions and improve critical thinking skills | Mr. Bose | |

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 Content training | Steven Powers, Teacher Randal Bose, Teacher | <input checked="" 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. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 1 out of 6 modules in bronze/silver, 1 out of 6 bronze/silver/gold, as evidenced in the Alliance for a Healthy Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 by April 2019.
3. The problem/gap is occurring because Fundraising options, lack of physical activity beyond recommended # of minutes.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

The number of students will increase from non-participation to 25% active.

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 | August 2018 |
| Attend district-supported professional development | Healthy School Team | August 2018 – April 2019 |
| Complete Healthy Schools Program Assessment | Healthy School Team | August 2018 – September 2018 |

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

- Priority 1
- Priority 2
- Priority 3

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

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|---|---|
| Healthy Schools Program Training Component #19545 | Healthy School Team Members | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Healthy School Team A: Assessment Component #19534 | Healthy School Team Members | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 |



Academic Goals

| | | |
|---|-----------------------------|---|
| | | <input type="checkbox"/> Priority 3 |
| Healthy School Program B: Smart Snacks in School Component #19549 | Healthy School Team Members | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| 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:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 58%, as evidenced by the state provided average of dual enrollment, AP exam, and industry certification performance data.
2. We expect our performance level to be 65% by June 2019.
3. The problem/gap is occurring because AP exam pass rates need to increase.
4. If an increase to AP exam pass rates would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students successfully passing an AP exam, earning industry certification, or passing a dual enrollment class will increase from 58% to 65%, as measured by AP testing results.

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 teacher implementation of rigorous instructional practices.

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

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|---------------------------------|--------------------------|
| Provide ELP for students in AP courses to prepare for AP exams. | Weston | Ongoing |
| Provide ELP for students in industry certification courses to prepare for exams. | Hawthorne | Ongoing |
| Provide training for faculty in AVID and WICOR to increase taxonomy level in all courses to prepare students for advanced coursework. | Administration, content coaches | 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 |
|--|---|---|
| PLC meetings and lesson study | All teachers | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Assign specific trainings for teachers based upon observation results and ISM visit feedback | Selected teachers | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Ensure that all AP teachers have attended AP summer institute training every three years | AP Teachers | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 90 percent graduation rate, as evidenced in 2014 cohort graduation data.
2. We expect our performance level to be 92% by August 2019..
3. The problem/gap is occurring because students behind in earned core credits.
4. If early intervention and credit recovery would occur, the problem would be reduced by 2%.

5. SMART GOALS:

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

The percent of 12th grade students graduating on time will increase from 90 percent to 92 percent, as measured by the 2015 cohort graduation rate.

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

- Intensify graduation committee focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
- Strengthen staff ability to engage students for on-track promotion throughout high school.

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

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|--|------------------------------|--------------------------|
| Credit Recovery motivation and monitoring of off track seniors | Muhtadi- Roach and Diaz | Monthly |
| Senior teacher meetings each grading period to identify and monitor students' progress to graduation | Diaz | Monthly |
| Senior parent meetings 3 times during the school year to update parents regarding their student's status | Muhtadi-Roach and Diaz | August, January, April |

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 |
| | | <input 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 90% graduation rate, as evidenced in the PCS Graduation Cohort Report.
2. We expect our performance level to be 95% by May 2019.
3. The problem/gap is occurring because students are not being successful in passing the FSA/ELA assessment.
4. If a decrease in the achievement gap in ELA would occur, the problem would be reduced by -6%.

5. SMART GOALS:

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

The percent of black students performing at a level of proficiency on the FSA/ELA assessment will increase from 16% to 40%, as measured by the FSA/ELA assessment.

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

| BTG Area | Strategies | Expected Impact and Results |
|---------------------|---|---|
| Graduation Rate | <input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input checked="" type="checkbox"/> Invite families of black students to a graduation/scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities. <input checked="" type="checkbox"/> Choose Strategy | <ul style="list-style-type: none"> • Our black graduation rate will increase from 79% to 85%. |
| Student Achievement | <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input type="checkbox"/> Choose Strategy | <ul style="list-style-type: none"> • The number of black students passing the FSA/ELA Assessment will increase from 16% to 40%. |
| Advanced Coursework | <input checked="" type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy | <ul style="list-style-type: none"> • The number of black students enrolled in accelerated courses will increase from 113 to 200. |
| Student Discipline | <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy | <ul style="list-style-type: none"> • The number of black students receiving referrals will decrease from 1,774 referrals to 1,500 referrals. |



Subgroup Goals

| | | |
|--------------------|---|--|
| ESE Identification | <input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy | <ul style="list-style-type: none"> The number of black ESE students graduating in 2019 will increase from 85% to 90%. |
| Minority Hiring | <input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. <input type="checkbox"/> Choose Strategy | <ul style="list-style-type: none"> The number of black instructional staff members will increase from 3% to 10%. |

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? |
|--|------------------------------|--------------------------|
| Credit Recovery motivation and monitoring of off track seniors | Muhtadi- Roach and Diaz | Monthly |
| Senior teacher meetings each grading period to identify and monitor students' progress to graduation | Diaz | Monthly |
| Senior parent meetings 3 times during the school year to update parents regarding their student's status | Muhtadi-Roach and Diaz | August, January, April |

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 |
|--|---|--|
| Culturally Relevant Instructional Training | All Teachers | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| 12 th Grade Team PLC | All 12 th Grade Teachers | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| ESE Department PLC | ALL ESE Teachers | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 85%, as evidenced in Graduation Cohort Report.
2. We expect our performance level to be 90% by Graduation Day 2019.
3. The problem/gap is occurring because there is a need for additional support in core classes.
4. If there was additional support in core classes, the problem would be reduced by improving course completion.

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 graduation one time will increase from 85% to 90%, as measured by Graduation Cohort Report.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- 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? |
|--|------------------------------|--------------------------|
| Intentional scheduling of support facilitators to support skill building and content support | Mrs. Holcomb | August 2018 |
| Common planning with content teachers to improve content knowledge | Ms. Diaz | August 2018 |
| | | |

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 |
|--|---|--|
| Support Facilitator Training Provided By FDLRS | B. Holmes, Teacher M. Moten, Teacher J. Schebell, Teacher C. Walker, Teacher | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Content Specific Training Provided By Administrator, Staff Developers And Content Specialists. | B. Holmes, Teacher M. Moten, Teacher J. Schebell, Teacher C. Walker, Teacher | <input checked="" 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"> Call parents to discuss progress and ideas to help assist their student when doing well and when falling behind Send progress reports/require a signature from parent/guardian Failing grades (D's and F's) should result in a mandatory parent/teacher conference (phone or email) | <ul style="list-style-type: none"> Teachers/Administrators and support staff | <ul style="list-style-type: none"> This should occur when teachers have spoken to students first and no progress has been made. |
| 2. Provide academic tools to families in support of their students' achievement at home. | <ul style="list-style-type: none"> Educate families on the benefits of working with their student at home Providing Easy accessibility to those tools (library, computers) | <ul style="list-style-type: none"> All teachers Teacher/student/parent | <ul style="list-style-type: none"> Open house, parent teacher conferences As needed |
| 3. Purposefully involve families with opportunities for them to advocate for their students. | <ul style="list-style-type: none"> Send invitations to all parents at school about all activities Create a monthly calendar with activities going on in and around school Invite parents to school board meetings (if open), PTA and SAC meetings | <ul style="list-style-type: none"> Family and community liaison Entire Staff | <ul style="list-style-type: none"> As needed and when opportunities arise |
| 4. Intentionally build positive relationships with families and community partners. | <ul style="list-style-type: none"> Invite families and partners to Gibbs for a snack/meal Have quarterly family nights | <ul style="list-style-type: none"> Family and community liaison Entire Staff | <ul style="list-style-type: none"> As needed and when opportunities arise |

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 |
|------------|------------|--------|--------------------|
| Juliette | McCullum | Black | Parent |
| Elizabeth | Adkinson | White | Parent |
| Daphne | Lampley | Black | Parent |
| Pam | Holmes | White | Parent |
| Kevin | Gordon | Black | Business/Community |
| Renee | Holt | Black | Parent |
| Lisa | Schweitzer | White | Parent |
| Donna | Skinner | Black | Parent |
| Ray | Mohrman | White | Parent |
| Linda | Craig | White | Parent |
| Reuben | Hepburn | Black | Principal |
| Samantha | Burke | White | Parent |
| | | 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 | \$ 73,000 |
| | Extended Learning Program (ELP)/Homework Club | \$50,000 |
| | Saturday Boot Camp FSA Prep] | \$23,000 |
| 2. | Behavioral Support | \$ \$10,000 |
| | Restorative Practice | \$5,000 |
| | Positive Behavior Support (PBS) – Ninth Grade Ninth Grade Transition | \$5,000 |
| 3. | Materials and Supplies | \$ 10,000 |
| | ELP & Homework Club | \$5,000 |
| | Positive Behavior Incentives | \$5,000 |
| 4. | Employee Expenses (i.e., travel, registration fees, etc.) | \$ \$ 10,000 |
| | Professional Development Training | \$ 5,000 |
| | [Describe each type on a separate row] | [Insert Amount] |
| 5. | Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.) | \$ \$ 10,000 |
| | Professional Development Training | \$ 5,000 |
| | [Describe categories on a separate row] | [Insert Amount] |
| 6. | Other (please list below) | \$ [Insert amount for category] |
| | [Describe each on a separate row] | [Insert Amount] |
| | [Describe each on a separate row] | [Insert Amount] |
| TOTAL \$ | | \$113,000.00 |