



School Improvement Plan SY 2018-19

PALM HARBOR UNIVERSITY HIGH SCHOOL

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Dr. Christen Gonzalez	SAC Chair:	Brad Kuglar & Steven Murphy
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School Vision	To provide a learning environment that results in a graduation rate of 100% each year.
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School Mission	To educate all students by using effective systems that promote lifelong learning.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
2526	162	50	278	79	1954	3

	2018: A	2017: B	2016: A	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 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	68	65	65	54	80	79	80	80	76	70	98	95
Learning Gains All	59	40	57	40								
Learning Gains L25%	50	47	54	26								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Christen	Gonzalez	FT	11-20 years
Equity Champion	Stacy	Palls	FT	4-10 years
ESE	Christa	Simons	FT	4-10 years
ELL	Sydney	Miller	FT	4-10 years
Climate and Culture				
Assistant Principal	Kimberly	Barker	FT	11-20 years
Assistant Principal	Sharon	Berry	FT	4-10 years
Assistant Principal	Peggy	Dupee	FT	4-10 years
Assistant Principal	Larry	Lopez	FT	4-10 years
SRO	TBA		FT	Less than 1 year
SRO	TBA		FT	Less than 1 year
Principal's Secretary	Kathy	Born	FT	1-3 years
Total Instructional Staff:	118		Total Support Staff:	46



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: Culturally Relevant Teaching

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students graduating prepared for post-secondary opportunities will increase from 98 to 100%

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 9th grade students achieving proficiency will increase from 75% to 100%

3. Priority 3: Standards-based instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency will increase from 98% to 100%



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT <i>(using MTSS Framework)</i>	All Priorities	Ensure all students are being challenged with rigorous instruction that is standards based.	<ul style="list-style-type: none"> Subject area PLC’s Common Planning Walk thrus 	Principal, Assistant principals, department chairs.	All teachers	Monthly or more as needed	<ul style="list-style-type: none"> Walk thru data Common planning lessons Department chair support of teachers
2.	Tier 3 Problem-solving Team	All Priorities	Ensure students who are in need of tier 3 problem solving are having all of their educational needs addressed.	<ul style="list-style-type: none"> RTI bi-weekly meetings Students observation/ data 	RTI team	teachers	As needed	<ul style="list-style-type: none"> Improved student data
3.	Equity Team	Priority 1	The climate and culture in the classroom has to support learning for all students. Students need to	<ul style="list-style-type: none"> Professional development for teachers 	Teacher lead	All	Throughout the school year.	<ul style="list-style-type: none"> Improved climate and culture in the classroom.



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			be looked at individually to ensure they are being supported and guided.					
4.	Child Study Team	All Priorities	To ensure students' education, social and emotional needs are being met	<ul style="list-style-type: none"> Student observation/ data 	School Psychologist or social worker	Teacher, school psychologist, social worker, guidance counselors.	Continuously throughout the school year.	<ul style="list-style-type: none"> Supports are being put in place to assist students to be academically successful
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Priority 3	To ensure all of the subject area teachers are supported and have the appropriate resources to ensure the highest level of instruction	<ul style="list-style-type: none"> monthly department meetings, DH observations 	Department Chairs	All Teachers	Continuously throughout the school year.	<ul style="list-style-type: none"> Improved instruction in the classrooms
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Choose an item.		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team	Choose an item.		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
8.	Family Engagement Team	Choose an item.		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">

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 1875 referrals (625 students) for the 2017-2018 school year. We expect our performance level to decrease by 20% for the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because better students understanding of the behavior expectations when on campus.
3. If there was clear student understanding of the behavior expectations and clear understanding of the outcomes would occur, the problem would be reduced by 20%, as evidenced by There are very few students who repeat misconduct once they are aware and understand the behavior expectations on campus.
4. We will analyze and review our data for effective implementation of our strategies by the number of discipline referrals should decrease with better awareness and understanding.

5. SMART GOAL:

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral rate per capita of all students receiving referrals will decrease from 625 students to 400 students, as measured by 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.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- 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?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • Administration and team 	<ul style="list-style-type: none"> • Pre-school
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • Lyann Santana 	<ul style="list-style-type: none"> • Summer 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • Principal and team 	<ul style="list-style-type: none"> • Pres-School 2018
Conduct learning opportunities.	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Ongoing throughout the school year

<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Administrative team 	<ul style="list-style-type: none"> Ongoing throughout the school year.
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> Administrative team 	<ul style="list-style-type: none"> Ongoing throughout the school year.
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <i>Celebrate areas of growth</i> <i>Update strategies for areas of improvement</i> 	<ul style="list-style-type: none"> Administrative team 	<ul style="list-style-type: none"> Ongoing 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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative approaches training	ALL	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally responsive training	All	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 93.2%. We expect our performance level to be 95% or higher by the end of the 2018-2019 school year.
2. The problem/gap in attendance is occurring because due to students skipping school.
3. If (If students would not skip school would occur, the problem would be reduced by 40%.
4. We will analyze and review our data for effective implementation of our strategies by reviewing attendance data, follow up calls with parents to determine the nature of the absences.

5. SMART GOAL:

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

The percent of all students missing more that 10% of school will decrease from 20% to 10%, as measured by attendance data.

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

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

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.	Principal	Preschool and ongoing throughout the school year.
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Dupee	Ongoing throughout the school year.
Develop and implement attendance incentive programs and competitions.	Dupee	Ongoing throughout the school year.
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Dupee	Ongoing throughout the school year.
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Dupee	Ongoing throughout the school year.
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Dupee	Ongoing throughout the school year.
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Dupee	Ongoing 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 learning opportunities that support this goal. Add rows as needed.)

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



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 71%, as evidenced in 2017-2018 FSA ELA Scores.
2. We expect our performance level to be 80% by 2018-2019 school year.
3. The problem/gap is occurring because SWD are not performing as well on the FSA ELA as thier peers.
4. If focused data driven lessons would occur, the problem would be reduced by 50% and student learning gains would increase by 20 points.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 71% to 80%, as measured by FSA ELA.

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.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure all Reading & ELA teachers can access and are utilizing student data to inform and guide their instruction.	Larry Lopez, AP Andrea Weaver, DC	Ongoing throughout the school year.
Ensure all Reading & ELA teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources.	Larry Lopez, AP Andrea Weaver, DC	Ongoing throughout the school year.
Provide professional development to support the teachers in engaging the students in complex tasks.	Larry Lopez, AP Andrea Weaver, DC	Ongoing 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
ELA PLCs - monthly	All ELA & Reading teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Chats with ELA department	All ELA & Reading teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated Instruction	All Subject areas	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 65%, as evidenced in 2017-2018 FSA ALG & GEO EOC scores.
2. We expect our performance level to be 72% by 2018 -2019 school year.
3. The problem/gap is occurring because SWD are not performing as well on the Algebra & Geometry EOC's as their peers.
4. If [Click or tap here to enter text.](#) would occur, the problem would be reduced by [Click or tap here to enter text.](#) and student learning gains would increase by [Click or tap here to enter text.](#)

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 math proficiency will increase from 65% to 72%, as measured by FSA ALG & GEO 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 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.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure all Math teachers can access and are utilizing student data to inform and guide their instruction.	Sharon Berry, AP Pam Geisler, DH	Ongoing throughout the school year.
Ensure all Math teachers understand how to identify critical content from the standards and utilizing District provided curriculum and recourses.	Sharon Berry, AP Pam Geisler, DH	Ongoing throughout the school year.
Provide professional development to support the teachers in engaging the students in complex tasks.	Sharon Berry, AP Pam Geisler, DH	Ongoing 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
Math PLCs - monthly	All Math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Chats with Math department	All Math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated Instruction	All Subject areas	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 80%, as evidenced in 2017-2018 FSA Biology EOC scores.
2. We expect our performance level to be 85% by 2018-2019 school year.
3. The problem/gap is occurring because SWD are not performing as well on the Biology EOC as their peers..
4. If focused data driven lessons would occur, the problem would be reduced by 50% and student learning gains would increase by 20 points.

5. SMART GOALS:

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

The percent of all students achieving Science proficiency will increase from 80% to 85%, as measured by FSA Biology 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 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.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure all Science teachers can access and are utilizing student data to inform and guide their instruction.	Larry Lopez, AP Brenda Collias, DH	Ongoing throughout the school year.
Ensure all Science teachers understand how to identify critical content from the standards are utilizing District provided curriculum and resources.	Larry Lopez, AP Brenda Collias, DH	Ongoing throughout the school year.
Provide professional development to support the teachers in engaging the students in complex tasks.	Larry Lopez, AP Brenda Collias, DH	Ongoing 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
Science PLCs - monthly	All Science teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Chats with Science department	All Science teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated Instruction	All Subject areas	<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 80%, as evidenced in 2017-2018 FSA US History EOC scores .
2. We expect our performance level to be 85% by 2018-2019 school year.
3. The problem/gap is occurring because SWD are not performing as well on the US History EOC as thier peers.
4. If focused data driven lessons would occur, the problem would be reduced by 50% and student learning gains would increase by 22 points.

5. SMART GOALS:

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

The percent of all students achieving Social Studies proficiency will increase from 80% to 85%, as measured by FSA US History 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 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.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure all Social Studies teachers can access and are utilizing student data to inform and guide their instruction.	Sharon Berry, AP John Adkins, DH	Ongoing throughout the school year.
Ensure all Social Studies teachers understand how to identify critical content from the standards are utilizing District provided curriculum and resources.	Sharon Berry, AP John Adkins, DH	Ongoing throughout the school year.
Provide professional development to support the teachers in engaging the students in complex tasks.	Sharon Berry, AP John Adkins, DH	Ongoing 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
Social Studies PLCs - monthly	All Social Studies teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Chats with Social Studies department	All Social Studies teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated Instruction	All Subject areas	<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 4 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generations, Health Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by April, 2019 as evidenced by the Alliance for a Healthier Generation’s Schools Program Framework.
3. The problem/gap is occurring because lack of physical activity beyond required amount.
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 Healthier Generations Assessment modules completed for nation recognition will increase from 6 to 6.

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	Principal	August 2018
Attend District supported PD	HST	August 2018-April 2019
Complete healthy school programs assessment	HST	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
HST program training HST Assessment Component A	HST	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
HST Assessment Component B HST Assessment Component C	HST	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
HST Assessment Component D	HST	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 76%, as evidenced in Accelerated student data.
2. We expect our performance level to be 80% by 2018-2019 school year.
3. The problem/gap is occurring because need to create an interest and show the benefit of obtaining an industry certification .
4. If the student interest level was increased would occur, the problem would be reduced by at least 50%.

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 completing an acceleration/advanced course will increase from 76% to 80%, as measured by course completion and industry certification data.

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

- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).
- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- Enhance access to opportunities for students to engage in advanced/acceleration coursework.

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?
Ensure all students have the opportunity to enroll in advanced/acceleration course work or industry certification courses.	Dr. Gonzalez, Ms. Dupee, Ms. Berry, & Mr. Schachter	Ongoing throughout the school year.
Provide resources to support the students in their academic progress.	Dr. Gonzalez, Ms. Dupee, Ms. Berry, & Mr. Schachter	Ongoing throughout the school year.
Provide additional opportunities for students to received support to complete courses.	Dr. Gonzalez, Ms. Dupee, Ms. Berry, & Mr. Schachter	Ongoing 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
Cross Curricular PLCs - monthly	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Chats with teachers and students Differentiated Instruction	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 98%, as evidenced in 2016-2017 Graduation Rate.
2. We expect our performance level to be 98% by 2017 – 2018 school year.
3. The problem/gap is occurring because % of students lose interest in school in 9th & 10th grade.
4. If identification and support 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 all students graduating on-time with their cohort will increase from 98% to 100%, as measured by FLDOE final graduation file.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize early warning indicators to address students prior to losing interest in school.	Dr. Gonzalez, Ms. Berry	Ongoing throughout the school year.
Pair students with a teacher mentor	Dr. Gonzalez & Ms. Berry	Ongoing 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
PLCs - monthly	All	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Chats with teachers and students	All	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated Instruction	All	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 61% proficiency on the FSA ELA & 58% proficiency on the Algebra/Geometry EOC, as evidenced in FSA and EOC data from the 2017-2018 school year.
2. We expect our performance level to be at least 80% in both subject areas by 2018-2019 school year.
3. The problem/gap is occurring because black students are not performing at or above their white peers.
4. If focused data driven instruction would occur, the problem would be reduced by 20% the black students would increase their proficiency on the FSA ELA by 13 points and on the Algebra/Geometry EOC by 12 points.

5. SMART GOALS:

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

The percent of black students achieving proficiency on the FSA ELA and the Algebra/Geometry EOC will increase from 61% to 73%, as measured by 2018-2019 FSA ELA and Algebra/Geometry EOC data.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. <input type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input 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.	<ul style="list-style-type: none"> • Increase student ownership of path to graduation. • Build partnership with parents to support student in their path to graduation. • Ensure parents and students are provided all scholarship opportunities and information.
Student Achievement	<input type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> 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"> • Teachers will better utilize culturally relevant strategies to support the student's education.
Advanced Coursework	<input type="checkbox"/> Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports. <input type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase enrollment in AP or dual enrollment courses. Increases scores due to support and resources.



Student Discipline	<input type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Positive classroom culture that the students feel comfortable to learn and grow.
ESE Identification	<input 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"> Student will receive the appropriate support in and out of the classroom.
Minority Hiring	<input type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase minority hiring

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?
Ensure all teachers can access and are utilizing black student data to inform and guide their instruction.	Dr. Gonzalez & Administrative team	Ongoing throughout the school year.
Ensure all teachers understand how to identify critical content from the standards and present the information culturally responsive	Dr. Gonzalez & Administrative team	Ongoing throughout the school year.
Provide professional development to support the teachers in engaging black students in complex tasks.	Dr. Gonzalez & Administrative team	Ongoing throughout the school 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
Culturally Responsive & Restorative Practices training	All	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 39% proficiency, as evidenced in 2017-2018 school data.
2. We expect our performance level to be increase by 50%.
3. The problem/gap is occurring because ESE students are not performing as well as thier peers.
4. If focused data driven lessons would occur, the problem would be reduced by 50%.

5. SMART GOALS:

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

The Choose an item. of Choose an item. students Click or tap here to enter text. will Choose an item. from Click or tap here to enter text. to Click or tap here to enter text., as measured by Click or tap here to enter text..

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

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.
- 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?
Appropriate professional development	VE specialist	Preschool and 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
		<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



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"> Encourage teachers to open the path of communication with their student's parents. 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Ongoing throughout the school year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Establish parent informational nights 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> 3 times a school year or more as needed.
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Encourage parents to join SAC, PTSA, and the various booster clubs. Encourage parents to register as volunteers. 	<ul style="list-style-type: none"> Administration & Family Community Liaison 	<ul style="list-style-type: none"> Ongoing throughout the school year.
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Encourage community partners to join SAC, PTSA, and the various booster clubs. 	<ul style="list-style-type: none"> Administration & Family Community Liaison 	<ul style="list-style-type: none"> Ongoing throughout the school year.

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
Culturally Responsive training	ALL	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Christen	Gonzalez	White	Principal
Sharon	Berry	White	Other Instructional Employee
Steve	Murphy	Black	Teacher
Jason	Tsardoulis	White	Teacher
Brad	Kugler	White	Parent
Aruna	Motko	Select	Parent
Angela	Katz	White	Parent
Rodrigo	Davis	Hispanic	Business/Community
Robert	Bentz	White	Business/Community
TBA		Select	Student
TBA		Select	Student
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

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