



# School Improvement Plan SY 2018-19

## PINELLAS PARK HIGH SCHOOL

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

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## Continuous Improvement

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

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

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

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



# Vision and Direction

School Improvement Plan 2018 - 19

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Brett Patterson	<b>SAC Chair:</b>	April Powers
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	To educate and prepare each student for college, career, and life.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1938	172	257	513	72	917	7

<b>School Grade</b>	<b>2018:</b> B	<b>2017:</b> C	<b>2016:</b> C	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017 %	2016 %
<b>Proficiency All</b>	47	37	44	40	55	49	70	71	39	38	92	87
<b>Learning Gains All</b>	54	45	47	45								
<b>Learning Gains L25%</b>	50	44	40	37								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Brett	Patterson	FT	4-10 years
Equity Champion	Tamara	Beard	FT	1-3 years
ESE	Cynthia	Zangara	FT	Less than 1 year
ELL	Amanda	Sliby	FT	1-3 years
Climate and Culture	Cassandra	Bogatz	FT	4-10 years
Assistant Principal	James	Adams	FT	11-20 years
Assistant Principal	Kim	Leitold	FT	4-10 years
Assistant Principal	Paul	Peppers	FT	4-10 years
<b>Total Instructional Staff:</b>	<b>83</b>		<b>Total Support Staff:</b>	<b>73</b>



## 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 achieving proficiency will increase from 46% to 51%.

### 2. Priority 2: Conditions for learning

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning , then the number of all students successfully passing their courses will increase from 64% to 75%

### 3. Priority 3: Student-Centered with Rigor

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students engaged in learning will increase from 35% to 50%



## C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor implementation of standards based instruction, increased conditions for learning, and student-centered with rigor	<ul style="list-style-type: none"> <li>• Training on Lesson Planning</li> <li>• Preconference,</li> <li>• Pre-post conferences</li> <li>• PLC's</li> </ul>	Principal Assistant Principals	Assistant Principals	Weekly	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards</li> <li>• Observation data</li> <li>• Cycle assessment data</li> </ul>
2.	Tier 3 Problem-solving Team	Priority 2	Decrease number of failing grades at quarter and semester intervals	<ul style="list-style-type: none"> <li>• Training and support in Restorative Practice</li> </ul>	Tamara Beard	Administration Teachers	Monthly	<ul style="list-style-type: none"> <li>• Reduction in course failures in all grade levels</li> </ul>
3.	Equity Team	Priority 2	Decrease number of failing grades at quarter and semester intervals	<ul style="list-style-type: none"> <li>• Training and support in Restorative Practice</li> </ul>	Tamara Beard	Administration Teachers	Monthly	<ul style="list-style-type: none"> <li>• Reduction in course failures in all grade levels</li> </ul>
4.	Child Study Team	Priority 2	Decrease number of failing grades at quarter and semester intervals	<ul style="list-style-type: none"> <li>• Monitoring attendance of all students and communicating with students and families to increase attendance</li> </ul>	James Adams	Administration Social Worker Behavior Specialist Guidance	Every 2 weeks	<ul style="list-style-type: none"> <li>• Increase in attendance</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
5.	Subject Area / Grade Level Leaders ( <i>enter as many rows as needed</i> )	All Priorities	<i>Monitor implementation of standards based instruction, increased conditions for learning, and student-centered with rigor</i>	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Leadership meetings</li> </ul>	Brett Patterson	Administration team Department Heads	Observations weekly, Meeting monthly	<ul style="list-style-type: none"> <li>Increase success on assessments as indicated through student data</li> </ul>
6.	Literacy Leadership Team ( <i>if this is the same as SBLT, please note as this does not need to be duplicated</i> ).	Priority 2	Decrease number of failing grades at quarter and semester intervals	<ul style="list-style-type: none"> <li>Providing relevant and material to increase interest and engagement</li> </ul>	Janet Canfield	Assistant Principal Teacher team members	Monthly	<ul style="list-style-type: none"> <li>Student success increases in engagement reflected in student data, attendance increases and measured through attendance data</li> </ul>
7.	PBIS Team	Priority 2	Decrease number of failing grades at quarter and semester intervals	<ul style="list-style-type: none"> <li>Providing training on celebrating success through restorative practice</li> </ul>	Tamara Beard	Admin team Teachers School Psychologist Behavior Specialist	Monthly	<ul style="list-style-type: none"> <li>Student success increases in engagement reflected in student data, attendance increases and measured through attendance data</li> </ul>
8.	Family Engagement Team	Priority 2	Decrease number of failing grades at quarter and semester intervals	<ul style="list-style-type: none"> <li>Providing training on celebrating success through restorative practice</li> </ul>	Tamara Beard	Admin team Teachers School Psychologist Behavior Specialist Guidance	Weekly	<ul style="list-style-type: none"> <li>Student success increases in engagement reflected in student data, attendance increases and measured through attendance data</li> </ul>

## Conditions for Learning

### Climate and Culture

**DATA SOURCES TO REVIEW:** *Percentage of Implementation of Restorative practices and data provided in School Dashboard.*

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

1. Our current level of performance in school-wide behavior is Trending in a positive direction. We expect our performance level to be reflective of our Restorative Practice efforts by a decrease of overall behavioral infractions.
2. The problem/gap in behavior performance is occurring between black and non-black students despite the fact that our graduation rate for black students surpasses that of our non-black students. The further implementation of the Restorative Practice process will better support our black students to ensure success.
3. If more efficient culturally relevant practices) would occur, the problem would be reduced by increasing engagement in the classrooms by a reduction in behavioral infractions. Classrooms that incorporate culturally relevant practices exhibit a decrease in behavioral infractions by more than 50% compared to classrooms that have not implemented appropriate practices.
4. We will analyze and review our data for effective implementation of our strategies by monitoring the number and distribution of referrals.
5. **SMART GOAL:** The referral rate per capita of all students will decrease from 1.25 per student to 1.0 per student, as measured by Referrals per student.

#### 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 implementation engagement strategies that support the development of social and instructional teaching practices.

#### 7. ACTION STEPS:

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> <li>• Brett Patterson</li> <li>• Cassandra Bogatz</li> <li>• Paul Peppers</li> <li>• Tamara Beard</li> </ul>	<ul style="list-style-type: none"> <li>• June 27, 28 2018</li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Tamara Beard</li> </ul>	<ul style="list-style-type: none"> <li>• June, 2018</li> </ul>
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>• Brett Patterson</li> <li>• Cassandra Bogatz</li> <li>• Paul Peppers</li> <li>• Tamara Beard</li> </ul>	<ul style="list-style-type: none"> <li>• August, 9, 10 2018</li> </ul>
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>• Tamara Beard</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>• Administration Team</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year</li> </ul>



Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Tamara Beard</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> <li>Celebrate areas of growth</li> <li>Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Tamara Beard</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>

**8. MONITORING:**

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

**9. PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Initial implementation during pre-school of Restorative Practices processes.	1 lead facilitator-Tamara Beard (Social worker) 5 support facilitators- Admin Team 90 instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Continuation of Restorative Practice Process during PLC meeting times between the dates of August 13 and October 15.	1 lead facilitator-Tamara Beard (Social worker) 5 support facilitators- Admin Team 90 instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Completion of Restorative Practice training on October 15, 2018.	1 lead facilitator-Tamara Beard (Social worker) 5 support facilitators- Admin Team 90 instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## B. Conditions for Learning: Attendance

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

1. Our current attendance rate is 34% of students missing 10% or more of school. We expect our performance level to increase by 4% to 30%.
2. The problem/gap in attendance is occurring because we need to increase culturally relevant teaching practices in the classroom and better support restorative practices for students not attending.
3. If more engaging and relevant teaching practices would occur, the problem would be reduced by .5%.
4. We will analyze and review our data for effective implementation of our strategies by reviewing the impact improved attendance has on your academic success.
5. **SMART GOAL:** The percent of all students missing more than 10% of school will decrease from 34% to 30%, as measured by attendance dashboard data.
6. **STRATEGIES:** (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)
  - Strengthen the 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:

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Admin team	Pre-school and daily reminders by DMT
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Admin team	Weekly
<i>Develop and implement attendance incentive programs and competitions.</i>	PBIS team	Weekly
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	PBIS and CST	Weekly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Admin team	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	PBIS and CST	Bi-weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT monitors attendance is taking daily	Daily

### 8. MONITORING:

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

### 9. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-school discussion of attendance process and expectation	5 Administrators 2 DMT's 1 Behavioral Specialist 4 School Counselors 90 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input 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:** FSA, walk-through observations, formative assessments, PLC and Collaborative Planning documents

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

1. Our current level of performance is 47%, as evidenced in Spring 2018 FSA ELA. In the classrooms, we are seeing teacher led instruction with little student centered activities, tasks or learning opportunities.
2. We expect our performance level to be 53% by Spring 2019 FSA ELA .
3. The problem/gap is occurring because learning targets and tasks are not providing students with the opportunity to own their learning and meet the full depth/rigor of the standards.
4. If more student-centered thinking/learning would occur, the problem would be reduced and student performance would increase by 6% points.
5. **SMART GOAL:** The percent of all students achieving ELA proficiency will increase from 47% to 53%, as measured by Spring 2019 FSA ELA.

**6. STRATEGIES:**

- Strengthen staff's ability to engage students in complex tasks.
- Enhance staff's 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:**

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ELA and reading teacher receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.	ELA Department Chair-Cindy Freed Lead Reading Teacher-Susan Comerford AP-Kim Leitold (with support from staff developer and content specialists)	Pre-school and monthly
Teachers meet in PLCs at least once per month to review student work in order to effectively implement remediation through text-dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex texts.	ELA Department Chair-Cindy Freed Lead Reading Teacher-Susan Comerford AP-Kim Leitold (with support from staff developer and content specialists)	Monthly
Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction.	ELA Department Chair-Cindy Freed Lead Reading Teacher-Susan Comerford AP-Kim Leitold (with support from staff developer and content specialists)	Monthly

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

- Priority 1     Priority 2     Priority 3



**9. PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-school training coupled with monthly review through PLC's and department meetings	ELA and reading teachers AP over ELA/Reading	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
District based PD and ELA	ELA and reading teachers AP over ELA/Reading	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:** FSA/EOC, formative assessments, walk-through observations, PLC and Collaborative planning documents and discussions.

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

- Our current level of performance is 44%, as evidenced in our school mathematics achievement data on FSA Mathematics End of Course Assessments. In the classrooms, we are seeing some positive shifts of high impact instructional practices in walk-throughs of FSA EOC courses  
We expect our performance level to be 51% by June 2019.
- The problem/gap is occurring because there has been insufficient emphasis on engaging students in complex tasks that are aligned to the state standards and state test item specifications.
- If an increased level of standards-based instruction at an increased level of rigor and relevance would occur, the problem would be reduced we would see an increase in our overall math achievement levels.
- SMART GOALS:** The percent of all students achieving Math proficiency will increase from 44% to 51%, as measured by FSA.
- STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
  - Strengthen staff's ability to engage students in complex tasks.
  - Enhance staff's 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.

**6. ACTION STEPS:**

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies.	Math department and administration	Weekly
Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.	Math department and administration	Monthly
Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials.	Math department and administration	Daily
Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next steps.	Math department and administration	Weekly



7. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priorities:

- Priority 1     Priority 2     Priority 3

8. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Mathematics teachers and school-level administration will be active participants in monthly facilitated planning sessions offered by the High School Mathematics Specialist that are focused on the comprehension of the Florida mathematics standards and implementation of high-yield learning strategies to differentiate instruction and enhance achievement.	All Mathematics Teachers, including those ESE Teachers who support mathematics classrooms School Administrator assigned to support the Mathematics Department	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Mathematics teachers and school-level administration will actively participate in weekly course-specific PLCs with a strong emphasis to be placed on planning for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning support strategies, and formative strategies (that extend beyond traditional tests and quizzes).	All Mathematics Teachers, including those ESE Teachers who support mathematics classrooms School Administrator assigned to support the Mathematics Department	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. Science Goal**

**DATA SOURCES TO REVIEW:** Biology EOC, formative assessments, walk-through observations, PLC and Collaborative planning documents

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

1. Our current level of performance is 55% proficient, as evidenced in 17-18 Biology EOC. In science classrooms, we are seeing a low level of rigor in tasks students are being asked to perform.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because we did not effectively incorporate standards-based instruction at the appropriate level of complexity across all classrooms .
4. If all classrooms incorporated standards-based instruction at the appropriate level of complexity , the problem would be reduced and student achievement would increase by 15% as reflected in the Biology EOC data.
5. **SMART GOALS:** The percent of all students achieve Science proficiency will increase from 55% to 70%, as measured by Biology 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.
  - 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:**

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to science standards and incorporate AVID’s WICOR learning support strategies.	Biology and Earth Space teachers Administration	Common Planning on first and third Thursdays of the month
Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.	Biology and Earth Space teachers Administration	Daily instruction
Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials.	Biology and Earth Space teachers Administration	Each teacher will be observed monthly and weekly lesson plans will be reviewed each week.
Teachers engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediating based on needs identified through progress monitoring assessments.	Biology and Earth Space teachers Administration	Fall and Spring District Wide Training and 9-12 Science District PLCs
Teachers plan for and incorporate specific local flora, fauna, topographic and geographic features and phenomena as the context for the standards-aligned instruction.	Biology and Earth Space teachers Administration	Daily instruction
Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR and culturally responsive instructional practices	Biology and Earth Space teachers Administration	Strategy walks/ demonstration days will replace 2 Science Department PLCs in Semester 1



		and 2 Science Department PLCs in Semester 2
Teachers attend professional development on the use of progress monitoring and teacher generated data to plan interventions, monitor and celebrate learning gains of individual students.	Biology and Earth Space teachers Administration	Ongoing AAR/Unify Trainings, Fall and Spring District Wide Training and 9-12 Science District PLCs
Teachers use student data when planning small group instruction and station rotations.	Biology and Earth Space teachers Administration	Data-driven small group instruction and station rotations occur at least once per unit. Teachers collaboratively plan during common planning.
Administrators monitor and support the use of data as teachers develop lessons and plan for small group instruction and station rotations.	Biology and Earth Space teachers Administration	Attend teacher collaborative planning and observe datadriven small group instruction and station rotations as they occur once per unit.

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

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Using Data to Intentionally Plan and Differentiate Lessons with Complex Tasks	Science Department and Administration	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Literacy in the Content Area	Science Department and Administration	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Assessing Students to Monitor for Learning	Science Department and Administration	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





**D. Social Studies Goal**

**DATA SOURCES TO REVIEW:** EOC assessments, formative assessments and progress monitoring, PLC and Collaborative planning documents and student data chats

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

1. Our current level of performance is 70% 3 and above in US History, as evidenced in the results from the NGSSS US History End-of-Course Exam. In the classrooms, we are seeing some positive shifts in the implementation of high impact instructional practices evident in the cycle assessment results used for progress monitoring throughout the school year
2. We expect our performance level to be 75% 3 and above by the end of the 2018-2019 school year based on the results from the Spring administration of the US History EOC.
3. The problem/gap is occurring because the use of high impact strategies, high quality resources, and a focus on standards based instruction are being implemented in pockets throughout units and the year
4. If school-level administrative monitoring and feedback to teachers on their practices of intentionally planning in course specific Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning support strategies would occur, the problem would be reduced and the percent of student with learning gains would increase by 10% points.
5. **SMART GOALS:** The percent of all students achieving US History proficiency will increase from 70% 3 and above to 75% 3 and above, as measured by State of Florida US History End-of-Course Exam.
6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
  - Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
  - Strengthen staff ability to engage students in complex tasks.
  - Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

**7. ACTION STEPS:**

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID’s WICOR learning support strategies and create instructional materials (including learning goals and scales) aligned to the rigor of content benchmarks.	US History teacher leader; AP over Social Studies (with support available from staff developer and content specialist)	Ongoing throughout the year based on PLC meeting schedule
Administrators help organize strategy walks or demonstration days for social studies teachers to view and reflect on the effective implementation of AVID WICOR and culturally responsive instructional practices	AP over social studies	1 time quarterly
Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Question (DBQ) Project materials, deep-dive documents, and SHEG lessons.	Social Studies Teachers (with support available from staff developer and content specialist)	Ongoing (each unit of study) based on availability of resources described in the strategy



Teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners	AP over Social Studies (with support available from staff developer and content specialist)	See PD calendar for dates of trainings; PLC menu for site based offerings
Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.	Social Studies Teacher	At minimum- quarterly based on cycle data

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

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-school district wide training supported by relevant trainings held throughout the year	Social Studies Teachers; AP over social studies	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:** *Schools.healthiergeneration.org*

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

1. Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 4 out of 6 modules eligible for bronze by April 2019.
3. The problem/gap is occurring because Fundraising options, lack of physical activity beyond recommended # of minutes, food sold in the cafeteria does not adhere to smart snack guidelines etc.
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:** The number of Healthier Generation Assessment modules completed for national recognition will increase from 3 to 4.

**6. ACTION STEPS:**

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
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 2019

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

Priority 1     Priority 2     Priority 3     Other

**8. PROFESSIONAL LEARNING:**

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



**F. Academic Intervention Goal**

**DATA SOURCES TO REVIEW: FSA, formative assessments**

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

1. Our current level of performance is 65% passing core classes throughout all grade levels, as evidenced Focus gradebook data.
2. We expect our performance level to be 75% by May 2019.
3. The problem/gap is occurring because all classrooms do not provide multi-tier support for all students.
4. If appropriate support and SEL would occur, the problem would be reduced, and student learning gains would increase by 10%.
5. **SMART GOALS:** The percent of all students passing core courses will increase from 65% to 75%, as measured by Focus gradebook data.
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.

**7. ACTION STEPS:**

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement SEL and Restorative Practices process in all classrooms	Admin team	Pre-school Throughout year
Extend one period per month to incorporate established SEL/Restorative Practice processes into the classroom way or work	Admin team Teachers AVID Site team	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
SEL and Restorative Practices processes pre-school and throughout year	5 Admin team 1 Social Worker 90 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**G. Career- and College -Readiness**

**DATA SOURCES TO REVIEW: Cohort report with accelerated cell data**

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

1. Our current level of performance is 55%, as evidenced in cohort report with accelerated cell data.
2. We expect our performance level to be 75% by May 2019.
3. The problem/gap is occurring because we are building our ability to provide industry certifications applicable to the accelerated cell data.
4. If 100% of students participated in AP, Dual Enrollment and or industry certification opportunities, the problem would be reduced by 45%.
5. **SMART GOALS:** The percent of all students completing a college and career pathway will increase from 55% to 75%, as measured by Focus data points.
6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)
  - Strengthen stakeholders’ understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
  - Strengthen stakeholders’ understanding of purpose and value of the SAT Suite of Assessments and resulting data.
  - Strengthen teacher implementation of rigorous instructional practices.

**7. ACTION STEPS:**

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
The Instructional Leadership Team has counselor and AVID Site Team representation so that decisions made regarding course offerings and professional learning include input from the stakeholders whose main objective is college and career readiness	Admin team Guidance AVID Site team	Pre-school Throughout year
Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy but also not scheduling them above their capacity to be successful	Admin team Guidance	Pre-school Throughout year
Increase participation in pre-collegiate exams (PSAT/SAT) to at least 70% of students at appropriate grade levels 9-12	Admin team Guidance Teachers	During PSAT/SAT registration/administration
Utilize AP potential and the Acceleration Targeting report as data elements that inform the course registration process	Admin team Guidance Teachers	Throughout year During course registration process
Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.	Teachers Admin team Guidance	Daily
Teachers of college level courses attend Districtwide PLC meetings	Teachers Admin team	Pre-school DWT As scheduled

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



**H. Graduation Goal**

**DATA SOURCES TO REVIEW: Focus Cohort Report**

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

1. Our current level of performance is 92%, as evidenced in Graduation rate data.
2. We expect our performance level to be 95% by May 2019.
3. The problem/gap is occurring because of drop-out rate in 10/11 grades.
4. If we increased student success in the 9<sup>th</sup> and 10<sup>th</sup> grade , the problem would be reduced by 3%.
5. **SMART GOALS:** The percent of all students likelihood of graduation will increase from 92% to 95%, as measured by graduation rate data.
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:**

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase awareness for students and families the impact of graduation	Admin team and guidance	Pre-school, Freshman nights, Back-to-School Nights, Weekly updates
Increase student engagement through culturally relevant teaching practices in 9/10 grades	Admin team Teachers	Daily
Increase monitoring processes for all students	Admin team Guidance	Daily

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

**9. PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Participating in district monthly meetings	Principal Assistant Principals	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**Subgroups**

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

**DATA SOURCES TO REVIEW:** FSA/EOC, formative assessments, walk-through observations, PLC and Collaborative planning documents and discussions.

**REFLECTION:**

1. Our current level of performance is 30.5% for level 3 or higher, as evidenced in Algebra 1 FSA.
2. We expect our performance level to be 35% by May 2019.
3. The problem/gap is occurring because of our need to increase culturally relevant teaching processes.
4. If culturally relevant teaching through the support of SEL and Restorative practice would occur, the problem would be reduced .
5. **SMART GOALS:** The percent of black students scoring 3 or higher on the Algebra 1 FSA will increase from 30.5% to 35%, as measured by May 2019.

**6. STRATEGIES:**

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.	<ul style="list-style-type: none"> <li>• Reaching goal of 100% graduation of black students</li> </ul>
Student Achievement	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	<ul style="list-style-type: none"> <li>• Increasing access and knowledge of data points will positively impact targeted instruction for black students to reach established goals in academic areas</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Increase success on AP exams and Dual Enrollment classes for black students by 10%</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Decrease in referral rate to meet 1 per student-this will eliminate high risk ratio experienced by black students</li> </ul>
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	<ul style="list-style-type: none"> <li>• Increase in student success as reflected in Algebra 1 and ELA goals</li> </ul>
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants.	<ul style="list-style-type: none"> <li>• Achieve faculty representation reflective of student population to better support SEL</li> </ul>

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



# Subgroup Goals

**8. ACTION STEPS:**

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Increase individual student oversight to maintain 0 gap in graduation rate	Kim Leitold Guidance team	Daily
Provide training to all staff on methods of attaining student data	Wendy Hedeed	Preschool
Work with teacher and PCSB Office of Advanced Studies to continue effective teaching practices	Kim Leitold	Pre-school monthly trainings
Provide ongoing training for implementation and practice of SEL and Restorative Practices	Tamara Bear Admin team	Pre-school Throughout year
Work with district office to ensure all ESE students are properly supported	Cynthia Zangara	Monthly
Strive to recruit and retain black applicants of faculty positions	Brett Patterson	Pre-school Throughout the year

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

<b>Professional Learning Description</b>	<b>Participants</b> (number and job titles)	<b>Priority Alignment</b>
DWT, PLC's, Department meetings	90 teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices Processes, SEL	90 teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DWT, PLC's, Department meetings	90 teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





**C. ELL (Optional, based on school data)**

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

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

1. Our current level of performance is 7.6%, as evidenced in FSA ELA.
2. We expect our performance level to be 25% by Spring 2019 FSA ELA.
3. The problem/gap is occurring because an increase in individual support is needed.
4. If an increase in student support would occur, the problem would be reduced by 17.4%.

**5. SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 7.6% to 25%, as measured by FSA.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- 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?
Increasing support in ELL and content classrooms.	Amanda Sliby/Kim Leitold	Dailey

**8. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Circles	4, ELL teacher and bilingual assistants	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Bilingual Assistants participating in content PLC's	3, Bilingual Assistants	<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



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>• Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards).</li> <li>• Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc.</li> <li>• Parent/family meetings/webinars to communicate school and classroom processes and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-school, Freshman nights, Back-to-School Nights, weekly updates</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>• Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher.</li> <li>• Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home.</li> <li>• Provide families/parents with academic tools/ resources on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-school, Freshman nights, Back-to-School Nights, weekly updates</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>• Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy.</li> <li>• Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-school, Freshman nights, Back-to-School Nights, weekly updates</li> </ul>



<p>4. Intentionally build positive relationships with families and community partners.</p>	<ul style="list-style-type: none"> <li>• Develop and implement activities to build respect and trust between home and school</li> <li>• Conduct home visit to increase relationships between teacher and family/parent</li> <li>• Increase positive interaction with parents/families on a regular basis.</li> <li>• Utilize focus groups to gather parents and family input for development of school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• Guidance</li> <li>• Social worker</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-school, Freshman nights, Back-to-School Nights, weekly updates</li> </ul>
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**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
Implementation of SEL and Restorative Practices processes	Admin team, Social Worker	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Brett	Patterson	White	Principal
Monica	Falter	White	Support Employee
April	Powers	White	Parent
Dawn	Baltz	White	Parent
Lafrance	Clarke	Black	Teacher
Melissa	Velasquez	Hispanic	Support Employee
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

## 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: 7/20/2018  No



## BUDGET / SIP FUNDS

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

*Budgeted amounts are approximations.*

Budget Categories		Amount
<b>1.</b>	<b>Academic Support</b>	<b>\$ 3,000.00</b>
	Learning Success Lab	\$1,000.00
	Tutoring prep for EOC/FSA	\$2,000.00
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ 3,500.00</b>
	PBIS celebration items	\$500.00
	Items for Restorative Practice/SEL needs	\$3,000.00
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ 1,000.00</b>
	Items for Learning Success Lab	\$500.00
	Items for EOC/FSA test prep	\$500.00
<b>4.</b>	<b>Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)</b>	<b>\$ 500.00</b>
	Registration for conferences	\$250.00
	Travel expenses for conferences	\$250.00
<b>5.</b>	<b>Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)</b>	<b>\$ 500.00</b>
	TDE	\$250.00
	Stipend	\$250.00
<b>6.</b>	<b>Other (<i>please list below</i>)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [8,500.00]</b>		