School Improvement Plan
SY 2018-19

PINELLAS PARK MIDDLE SCHOOL

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

Table of Contents

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:	David Rosenberger	SAC Chair:	Richard Preil

School Vision	100% Student Success

School Mission	The mission of Pinellas Park Middle School is to provide a world class education for students, preparing them for High School graduation, post-secondary opportunities including college, vocational training and the world of work.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1205	152	181	238	53	578	3

School Grade	2018 C	2017 C	2016 C	Title I	YES

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	38	42	49	51	36	41	59	49	67	58		
Learning Gains All	42	50	50	58								
Learning Gains L25%	29	35	41	53								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	David	Rosenberger	FT	4-10 years
SBLT	JoAnna	Bernal	FT	4-10 years
Equity Champion	Amber	Schmittdiel	FT	1-3 years
ESE	Kim	Vongsyprasom	FT	11-20
ELL	Miglena	Hindes	FT	11-20 years
Climate and Culture	Cheryl	Parker-Smith	FT	1-3 years
Total Instructional Staff:	**71**		**Total Support Staff:**	**41**

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 45 to 55.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students Achieving proficiency will increase from 45 to 55.

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students achieving proficiency will increase from 45 to 55.

⬡ **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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor the implementation of standards based instruction to increase student proficiency on FSA	• Training on unpacking the standards • Lesson planning resources • Monitoring lesson plans	Assistant Principal J. Bernal	Guidance Department Admin Social worker School Psy MTSS	Weekly on Mondays	Lesson plans are aligned with standards, targets and scales. Standards based instruction is being delivered to students
2.	Tier 3 Problem-solving Team	All Priorities	Monitoring student behavior to minimize interruption of the student learning environment.	Monitor student referrals for misbehavior and interruptions. Tier students and provide interventions as needed.	MTSS C. Parker Smith	Guidance Department Admin Social worker School Psy MTSS	Bi-Weekly on Thursdays	Minutes from meetings. Action plans and interventions for students as needed.
3.	Equity Team	All Priorities	Monitoring the equitable	Monitor that all students are receiving	Assistant Principal A. Schmittdiel	Guidance Department Admin	Weekly on Mondays	Minutes from meetings. Action plans

	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
				equitable classroom instruction		Social worker School Psy MTSS		and interventions as needed.
4.	Child Study Team	All Priorities	Monitoring student attendance and barriers preventing students from attending school.	Monitor student attendance for chronic absenteeism or tardiness	Guidance Counselors	Guidance Department Admin Social worker School Psy MTSS	Bi-Weekly on Thursdays	Minutes from meetings. Action plans and interventions for students as needed.
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Monitor, planning and implementing standards based instruction in the classroom. Student centered instruction with rigor. Creating and maintain a positive culture and climate.	Providing and promoting professional development for standards based instruction, student centered instruction with rigor and positive culture.	Math: Little Science: Barkman ELA: Lesczynski Reading: Frascatore SS: Shaw Arts: Smith PE: Goff	Instructional staff that belong to each core curriculum must attend department meetings. To include content coaches.	Monthly on Wednesday	Agendas and meeting minutes. Action plans and next steps included.
6.	Literacy Leadership Team	Choose an item.		•				• Same as SBLT
7.	PBIS Team	Priority 3	Monitor, plan and implement ways to promote positive behavior.	Creating a meaningful PBIS system. The system will include daily and quarterly rewards systems.	MTSS- Parker Smith	PBIS team	Monthly on Wednesday	Agendas and meeting minutes. Action plans and next steps included. Decrease in student referrals
8.	Family Engagement Team	Priority 3	Monitor, plan and implement ways to promote way to	Creating meaningful family engagement	Family/Comm liason	School wide	Monthly on Mondays	Agenda and meeting minutes that include

	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
			promote family engagement.	activities within the school and the community.				action plans and next steps. There will be in an increase in volunteers and parent/ community participation.

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 3137 referrals school wide for all students. We expect our performance level to be less than 2500 by the end of the next school year.
2. The problem/gap in behavior performance is occurring because of lack of parent support, teacher training and student interventions.
3. If an increase in teacher training would occur, the problem would be reduced by 25%, as evidenced by teachers using more interventions such as CHAMPS or increasing student engagement in the classroom.
4. We will analyze and review our data for effective implementation of our strategies by meeting as an administrative team to determine what is working and what students and teachers need interventions. We will use the School Profile Dashboard to collect and compare data.

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 a referral will decrease from 3137 to 2500, as measured by the end of the year ODR data from the School Profile Dashboard.

6. **STRATEGIES:**

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

☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.

☐ Choose Climate and Culture Strategy

☐ Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Cheryl Parker Smith	• July 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Shante Norton	• July 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Shante Norton	• August 2018
Conduct learning opportunities.	• Shante Norton	• August 2018
Monitor and support staff for implementation with fidelity.	• JoAnna Bernal	• Quartlerly
Review student and teacher data for trends and next steps.	• JoAnna Bernal	• Monthly
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• JoAnna Bernal	• Monthly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
"Living the Dream" –What's your story (Attachment); Safety; Marzano; AVID; Differentiation	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Deliberate Practice Plan- Where is your journey taking you this year?	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID **Writing** Note taking strategies- Aligns with Marzano	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Formative assessment- Put a number on your heart!	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Data- where to find it and what to do with it. Making your numbers count.	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Marzano refresh- where you are and where you need to go.	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID- **collaboration** Aligns with Marzano	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
AVID- **Inquiry** Aligns with Marzano	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Quarterly- Goals and Scales	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Quarterly- Restorative Practices	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Quarterly- Book Study Culture Relevant	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Quarterly- Socio emotional taking care of yourself and others	Instructional all staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 92.8%. We expect our performance level to be 95% by the end of 2019.
2. The problem/gap in attendance is occurring because lack of parent/student participation.
3. If an Increase in parent/student intervention would occur, the problem would be reduced by nearly 2%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring the attendance dashboard.

5. **SMART GOAL:**

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

The percent of all students who are missing more than 10% of school will decrease from 24% to 18% as evidenced by the 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.

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Tomika Stubbs	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Guidance Department	August
Develop and implement attendance incentive programs and competitions.	Child Study Team	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Child Study Team Administrative Team	Quarterly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Tomika Stubbs	Daily

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Quarterly- Restorative Practices	Instructional all staff	☒ Priority 3
Quarterly- Book Study Culture Relevant	Instructional all staff	☒ Priority 3
Quarterly- Socio emotional taking care of yourself and others	Instructional all staff	☒ 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 though 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 38%, as evidenced in FSA test results.
2. We expect our performance level to be 48% by the end of 2019 school year.
3. The problem/gap is occurring because lack of rigor and standards based instruction.
4. If standards based writing instruction would occur, the problem would be reduced by 5% .
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 38% to 48%, as measured by FSA.

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

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

☒ Strengthen staff ability to engage students in complex tasks.

☐ 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?
Providing planned, intentional Professional Development	JoAnna Bernal	Year around
Monitoring lesson plans- for major items listed on ISM doc	Administrators	Bi-weekly
Professional Learning Communities	Admin and team leaders	Monthly
Data Chats	Administrators	Quarterly

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

☒ Priority 1　　　☒ Priority 2　　　☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Goals and Scales- unpacking standards to align with targets	All instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide Professional Development for AVID strategies in department PLC's and 30 and outs	All instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
CHAMPS training	All instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Teachers will attend monthly Facilitated Planning trainings.	All Instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 49%, as evidenced in FSA.
2. We expect our performance level to be 59% by the end of 2019 school year.
3. The problem/gap is occurring because lack of rigor and standards based instruction.
4. If increased rigor would occur, the problem would be reduced by providing aligned professional development by 10%.

5.   SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 49% to 59%, as measured by FSA.

6.   STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff ability to engage students in complex tasks.
☐ 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?
Providing planned, intentional Professional Development	JoAnna Bernal	Year around
Teachers create and provide lesson plans aligned to the rigor and standards of the course	Administrators	Bi-weekly
Monitoring lesson plans	Administrators	Bi-weekly
Professional Learning Communities	Admin and team leaders	Monthly
Data Chats	Administrators	Quarterly

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Goals and Scales- unpacking standards to align with targets	All instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide Professional Development for AVID strategies in department PLC's and 30 and outs	All instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
CHAMPS training	All instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Teachers will attend monthly Facilitated Planning trainings.	All Instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 36%, as evidenced in SSA.
2. We expect our performance level to be 46% by end of the 2019 school year.
3. The problem/gap is occurring because lack of implementation of cognitively complex tasks..
4. If increased rigor would occur, the problem would be reduced by providing aligned professional development by 10%.

5. **SMART GOALS:**

EXAMPLE: The percent of 8th grade students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving science proficiency will increase from 36% to 46%, as measured by SSA.

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

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

☒ Strengthen staff ability to engage students in complex tasks.

☐ 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?
Providing planned, intentional Professional Development	JoAnna Bernal	Year around
Monitoring lesson plans	Administrators	Bi-weekly
Professional Learning Communities	Admin and team leaders	Monthly
Data Chats	Administrators	Quarterly

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

   ☐ Priority 1   ☐ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Goals and Scales- unpacking standards to align with targets	All instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide Professional Development for AVID strategies in department PLC's and 30 and outs	All instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Teachers will attend monthly Facilitated Planning trainings.	All Instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 59%, as evidenced in Civics EOC.
2. We expect our performance level to be 69% by end of the 2019 school year.
3. The problem/gap is occurring because lack of rigor and standards based instruction.
4. If increased rigor would occur, the problem would be reduced by providing aligned professional development.

5. **SMART GOALS:**

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

The percent of all students achieving proficiency in Civics will increase from 59% to 69% , as measured by Civics 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.

☐ 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?
Providing planned, intentional Professional Development	JoAnna Bernal	Year around
Monitoring lesson plans	Administrators	Bi-weekly
Professional Learning Communities	Admin and team leaders	Monthly
Data Chats	Administrators	Quarterly

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

   ☒ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Goals and Scales- unpacking standards to align with targets	All instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide Professional Development for AVID strategies in department PLC's and 30 and outs	All instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Teachers will attend monthly Facilitated Planning trainings.	All Instructional staff	☒ Priority 1 ☒ Priority 2 ☐ 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 eligible for bronze, silver, gold, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze, silver or gold by the end of the 2019 school year..
3. The problem/gap is occurring because fundraising, lack of options in cafeteria, lack of physical activity beyond the school day.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, would occur, the problem would be reduced by becoming a healthier school.

5.

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

SMART GOALS: Our school will be eligible in # out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
☐ Choose Strategy
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	JoAnna Bernal	Monthly
Develop and Implement Healthy School Program Action Plan	Healthy School 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
Attend district supported professional development	Healthy School Team	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67%, as evidenced in Middle School Acceration.
2. We expect our performance level to be 77% by the end of the 2019 school year.
3. The problem/gap is occurring because recruiting and retaining students to complete course, tests.
4. If students had more opportunity would occur, the problem would be reduced by increasing the number that pass.

5. SMART GOALS:

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

The percent of all students earning credit for acceleration coursework will increase from 67% to 77%, as measured by qualifying scores course credit scores and/or industry certifications earned.

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

☒ Enhance access to opportunities for students to engage in advanced/acceleration coursework.

☒ Strengthen implementation of career academies to support student engagement, learning and project-based instruction.

☐ 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?
Guidance counselors will increase support of personalized learning to ensure all students have ample opportunity for adv course work	Shante Norton	Pre-school

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
Attend district supported Professional Development as needed to increase the rigor in Career Academies	All instructional career academies teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38 students, as evidenced in the number of students participating in STEM.
2. We expect our performance level to be 55 students by end of the 2019 school year.
3. The problem/gap is occurring because recruiting and retaining students.
4. If increase advertising and recruiting would occur, the problem would be reduced by increasing the number attending.

5. **SMART GOALS:**

> EXAMPLE: The <u>percent</u> of <u>all</u> students <u>participating in STEM academy activities</u> will <u>increase</u> from <u>77%</u> to <u>89%</u>, as measured by <u>school based data.</u>

The number of <u>all</u> students participating in STEM academy activities will increase from 38 to 55, as measured by school based data.

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.

☐ 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?
Providing planned, intentional Professional Development	JoAnna Bernal	Year around
Recruiting and retaining students for the STEM program	Preil/Buidens	Bi-weekly

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Goals and Scales- unpacking standards to align with targets	Preil/ Buidens	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Provide Professional Development for AVID strategies in department PLC's and 30 and outs	Preil/ Buidens	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 89%, as evidenced in course completion data.
2. We expect our performance level to be 95% by the end of the 2019 school year.
3. The problem/gap is occurring because monitoring progress and implementing interventions.
4. If more monitoring and interventions would occur, the problem would be reduced by 7%.

5. **SMART GOALS:**

EXAMPLE: If more monitoring and interventions occurred, the number of students off track would decrease by 6%.

The percent of all students promoted on track with their cohort will increase from 89% to 95%, as measured by course completion data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Intensify focus on data to plan interventions and supports for individual students.
☒ Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.
☒ Strengthen staff ability to engage students for on-track promotion throughout middle school.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitor student progress quarterly	Administrators	Quarterly
Plan and implement interventions for students off- track	Guidance Counselors	Quarterly
Have teachers report bi weekly students at risk	Teacher	Bi-weekly

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development for staff to practice communicating and engaging students and families in planning when students are not on track to be promoted with their cohort.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Strengthen staff ability to engage students for on track promotion throughout middle school.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ 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 20%, as evidenced in ELA FSA.
2. We expect our performance level to be 40% by the end of the 2019 school year.
3. The problem/gap is occurring because lack of cultural responsiveness by students and teacher.
4. If increased parent participation would occur, the problem would be reduced by increasing ELA test scores.
5. **SMART GOALS:**

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

The percent of black students to increase proficiency in ELA will increase from 20% to 40%, as measured by ELA FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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	☒ Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. ☐ Choose Strategy ☐ Choose Strategy	• Increase the number of black students that stay on track for graduation.
Student Achievement	☒ 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. ☐ Choose Strategy ☐ Choose Strategy	• Increase the achievement levels of black students achieving and maintaining proficiency in ELA on the FSA.
Advanced Coursework	☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. ☐ Choose Strategy ☐ Choose Strategy	• Increase the number of black students taking advanced or rigorous course work.
Student Discipline	☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy ☐ Choose Strategy	• Increase the positive culture and climate of the school.
ESE Identification	☒ Ultilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• Increase in support for black students who receive consent for evaluation.
Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Increase in the number of instructional minorities on campus.

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?
Personalized schedules and learning plans for all black students that are not on track to graduate.	Administrators Guidance Counselors	Quarterly
Personalized schedules and learning plans for all black students to ensure all are taking rigorous classes	Administrators Guidance Counselors	Quarterly

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

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Restorative Practices School wide	All staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 9%, as evidenced in ELA FSA.
2. We expect our performance level to be 40% by the end of the 2019 school year.
3. The problem/gap is occurring because ESE instructors not teaching to the standard and increasing rigor.
4. If increased rigor would occur, the problem would be reduced by increasing proficiency the ELA FSA results.

5. **SMART GOALS:**

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

The percent of ESE students achieving ELA proficiency will increase from 9% to 40%, as measured by ELA FSA.

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

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Providing planned, intentional Professional Development	JoAnna Bernal	Year around
Monitoring lesson plans	Administrators	Bi-weekly

2. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Goals and Scales- unpacking standards to align with targets	All instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide Professional Development for AVID strategies in department PLC's and 30 and outs	All instructional staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3%, as evidenced in ELA FSA.
2. We expect our performance level to be 40% by the end of the 2019 school year.
3. The problem/gap is occurring because ELL instructors not teaching to the standard and increasing rigor.
4. If increased rigor would occur, the problem would be reduced by increasing ELA FSA.

5. **SMART GOALS:**

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

The percent of ELL students achieving ELA proficiency will increase from 3% to 40%, as measured by ELA FSA.

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

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

☐ 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?
Personalized schedules and learning plans for all ELL students	Bernal/Hinds	Pre-school
Update teacher schedule to reflect best instructor for ELL students	Bernal	Pre-school

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
Goals and Scales- unpacking standards to align with targets	All instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide Professional Development for AVID strategies in department PLC's and 30 and outs	All instructional staff	☒ Priority 1 ☒ Priority 2 ☐ 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.	• Coffee with Counselors	• Shante Norton	• Quarterly
2. Provide academic tools to families in support of their students' achievement at home.	• Communicate to parents through a school wide newsletter, phone calls	• Principal	• Quarterly
3. Purposefully involve families with opportunities for them to advocate for their students.	• Open House, Parent Night, Parent Universities	• SBLT	• On going
4. Intentionally build positive relationships with families and community partners.	• Restorative Practices • True Colors • Book studies	• Shante Norton • JoAnna Bernal • SBLT	• On going

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
Restorative Practices Professional Development	All instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
True Colors by JWB	All instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Collaborating Success	All instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Family Friendly Training	All instructional staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Lindsey	Blackburn	White	Parent
Reitha	LaForge	White	Parent
Sara	Bleattler	White	Parent
Justin	Silers	Black	Business/Community
Nelson	Etienne	Black	Business/Community
Nick	Brickfield	White	Business/Community
Janet	Ruffin	Black	Support Employee
Marlene	Ullmann	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.

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]**	