



School Improvement Plan SY 2018-19

TARPON SPRINGS HIGH SCHOOL

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Continuous Improvement

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

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

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

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



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Mrs. Leza Fatolitis	SAC Chair:	Mr. Vasile Faklis
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School Vision	100% Student Success
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School Mission	To prepare and provide each student with the skill set necessary to be a successful and productive citizen in society
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1365	26	126	173	50	985	5

School Grade	2018: B	2017: B	2016: B	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	55	52	42	45	65	61	83	71	60.3	46	96	95
Learning Gains All	48	43	42	43								
Learning Gains L25%	34	53	44	32								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Leza	Fatolitis	FT	4-10 years
Equity Champion	Jay	Gordon	FT	11-20 years
Equity Champion	Jessica	Marmorale	FT	4-10 years
ESE	Janice	Minter	FT	1-3 years
ELL	Ben	Watson	FT	11-20 years
Climate and Culture	Shawn	Skelly	FT	4-10 years
Climate and Culture	Stephanie	Walden	FT	4-10 years
Assistant Principal	Scott	Decatur	FT	20+ years
Assistant Principal	Shawn	Skelly	FT	4-10 years
Assistant Principal	Lisa	Lennox	FT	1-3 years
Assistant Principal	Vincent	Natoli	FT	4-10 years
Total Instructional Staff:	55		Total Support Staff:	40



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.

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 ESE students earning low test scores will decrease from 23.2% to 10% .

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 mastering concepts and earning passing grades in courses will increase from 45% to 60%.

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 black students earning discipline referrals will decrease from 37% to 20%.



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 instructional implementation of grade level standards to increase FSA student proficiency	<ul style="list-style-type: none"> • Prep PLC agendas • Weekly data report review • Review of lesson planning template • Instructional walkthrough data and peer feedback • Discussion of predominant instructional strategies observed • Extended Learning needs and support 	Principal	Assistant Principal(s) Behavior Specialist Guidance Counselor(s) Equity Champion(s) Restorative Practice Facilitator VE Specialist	Weekly on Mondays	<ul style="list-style-type: none"> • Grade reports • Meeting minutes with action plan follow up, next steps • Walkthrough data • Extended learning program attendance records



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
2.	Tier 3 Problem-solving Team	All Priorities	Monitor early warning indicators and provide specific supports for students ongoing during each grading period	<ul style="list-style-type: none"> Meeting agenda Data report pulled from Focus Problem Solving Worksheet Follow up progress checks 	Assistant Principal	Guidance Counselor(s) Social Worker School Psychologist Behavior Specialist VE Liaison	2 nd and 4 th Tuesday of the month	<ul style="list-style-type: none"> Meeting minutes Spreadsheet to track progress for students needing Tier 3 supports Problem Solving worksheets Focus grade reports
3.	Equity Team	All Priorities	Monitor grades, attendance and behavior by subgroups	<ul style="list-style-type: none"> Meeting agenda Review of discipline data from Focus Review of academic data (grades, common assessments) Follow up conference with student and parent Restorative Practice session Follow up as needed for monitoring 	Principal	Equity Champions Restorative Practice Facilitator Assistant Principal(s) Guidance Counselor(s) Teacher(s)	1 st and 3 rd Tuesday of the month	<ul style="list-style-type: none"> Focus data reports Subgroup data identified and progress reports Tracking spreadsheet for students with credits, GPA and course history Tutoring attendance to match data reports for students in need of additional supports Attendance and documentation of Restorative Practice sessions
4.	Child Study Team	All Priorities	Monitor attendance and non attendance	<ul style="list-style-type: none"> Meeting agenda 			2 nd and 4 th Tuesday of the month	<ul style="list-style-type: none"> Agenda Attendance report by grade level



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			<p>patterns for students</p> <p>Ensure school process for accurate record keeping of students attendance in place</p> <p>Work with teachers, parents and students to best align support to ensure growth and mastery in classes, FSA assessments and graduation requirements.</p>	<ul style="list-style-type: none"> Review attendance data report by sub group Follow up with students and parents regarding attendance patterns Review of students who sign out early from school Review Focus attendance records for students with over 16 days of accrued absences Make up work time is provided to ensure students are submitting work timely Proper follow up with home visits Truancy Court supports 				<ul style="list-style-type: none"> Documentation of interventions for each student Documentation of letters sent to parents Copies of Truancy Court petitions



	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 <ul style="list-style-type: none"> • ELA PLC • Math PLC • Social Studies PLC • Science PLC • Career Technical Adult PLC • Fine Arts PLC • ESE PLC 	Priority 1	Monitor instruction and learning within each Department Review lesson planning template and strategies to assist with development and implementation of standards based instruction Monitor effective and equitable grading practices Monitor test preparation and planning to include but not be limited to, common lesson plans and differentiation based upon data from common assessments	Meeting schedule One Note folder to upload meeting minutes Strategic points shared with PLC leaders to facilitate guided discussion and inquiry Sample lesson plan templates Data chat sample talking points Equitable grading examples and resources	Department Chair(s)	Teacher(s) within each assigned department	1 st and 2 nd Thursday of the month	<ul style="list-style-type: none"> • Meeting minutes uploaded to One Note • Walkthrough feedback from Dept. Chair • Strategy walk schedule and feedback discussion • Questions for follow up from PLC
6.	PBIS Team	All Priorities	Monitoring the efficacy of integrating positive behavior supports across the campus	<ul style="list-style-type: none"> • Discipline data • Attendance data • Teacher input form 	Assistant Principal	Teacher(s) Behavior Specialist	3rd Thursday of the month	<ul style="list-style-type: none"> • Positive student recognition • Announcements on morning show • Intercom announcements



	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
			Ensuring that students receive recognition for positive efforts both academically and socially on campus					<ul style="list-style-type: none"> • Class meetings • Administrator classroom visits and recognition
7.	Family Engagement Team	All Priorities	<p>Monitor the consistency of school to home communications</p> <p>Implement the use of social media network – Twitter to market TSHS as well as bridge communications with stakeholders</p>	<ul style="list-style-type: none"> • School marquee • School website • Weekly Principal Newsletter • School Message Boards • TSHS Twitter • Tarpon Talks TV Show 	Principal	Principal Secretary Tarpon Talks Advisor SAC member Teacher(s) Student Council Reps Community Involvement Liaison	4 th Thursday of the month	<ul style="list-style-type: none"> • Additional news coverage • Message boards • Website • Newsletter • Community outreach
8.	Freshmen Transition Team	All Priorities	Monitor the progress of 9 th grade students and provide necessary supports to build a foundation for success in high school	<ul style="list-style-type: none"> • 4 parent meetings a year • Weekly email to families • Website link • Data report and review 	Assistant Principal	Teacher(s) Behavior Specialist School Resource Officer	4 th Tuesday of the month	<ul style="list-style-type: none"> • Communications • Grades • Parent Workshop attendance records

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 a 27.4% risk ratio per student. We expect our performance level to be at a minimum of a 10% reduction in the referral risk category reported by June 2019.
2. The problem/gap in behavior performance is occurring because a focus on climate and culture in the classrooms to set the foundation for learning is not implemented consistently.
3. If a focus on climate and culture would occur, the problem would be reduced by a minimum of 10%, as evidenced by School Profile Dashboard Data Report. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by integral dates over the 18/19 school year in SBLT meetings and PLC's.
5. **SMART GOAL:** The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 27.4% to 17.4%, 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.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • Leza Fatolitis, Principal • Shawn Skelly, Asst. Principal 	<ul style="list-style-type: none"> • July 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • Stephanie Walden, Behavior Specialist 	<ul style="list-style-type: none"> • June 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • Shawn Skelly, Assistant Principal 	<ul style="list-style-type: none"> • July 2018 – June 2019
Conduct learning opportunities.	<ul style="list-style-type: none"> • Stephanie Walden, Behavior Specialist 	<ul style="list-style-type: none"> • August 2018 – June 2019
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> • Leza Fatolitis, Principal • Shawn Skelly, Assistant Principal • Stephanie Walden, Behavior Specialist 	<ul style="list-style-type: none"> • August 2018 – June 2019
Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> • Shawn Skelly, Assistant Principal 	<ul style="list-style-type: none"> • September 2018 – May 2019

	<ul style="list-style-type: none"> Stephanie Walden, Behavior Specialist 	
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Stephanie Walden, Behavior Specialist 	<ul style="list-style-type: none"> 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
Restorative Practice Overview	55 Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social & Emotional Learning Training	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally Relevant Teaching Overview	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 90.5%. We expect our performance level to be at a minimum of 93% by June 2019.
2. The problem/gap in attendance is occurring because 34% of the students are missing 10% or more of school.
3. If regular student attendance would occur, the problem would be reduced by a minimum of 10%.
4. We will analyze and review our data for effective implementation of our strategies by meeting with the Child Study Team and working to instill effective processes for students to report an absence along with implementing supports to assist students with regularly attending school.

5. SMART GOAL:

The percent of all students missing more than 10% of school will decrease from 34% to 24%, as measured by School Profile Dashboard attendance data.

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

- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Shawn Skelly, Assistant Principal	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Shawn Skelly, Assistant Principal	Quarterly
Develop and implement attendance incentive programs and competitions.	Guidance Counselor(s)	Bi-Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Leza Fatolitis, Principal	Weekly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Shawn Skelly, Assistant Principal Erine Farag, Attendance Clerk	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).	Erine Farag, Attendance Clerk Teacher(s)	Daily Weekly review

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
FOCUS overview	55 Instructional Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Classroom Management	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 55% proficiency level 3 or above, as evidenced in FSA ELA Assessment.
2. We expect our performance level to be 65% proficiency level 3 or above by June 2019.
3. The problem/gap is occurring because emphasis is not strongly placed on ensuring test preparation for increasing overall proficiency rates for all students in addition to the focus of learning gains. Extended learning programs should be geared to prepare each student to maximize potential on proficiency scores and learning gains.
4. If a differentiated, strategic prescription for each student would occur, the problem would be reduced by a minimum of 5 and student learning gains would increase by 10% for the 18/19 assessment window.

5. SMART GOALS:

The percent of all students achieving ELA proficiency will increase from 55% to 65%, as measured by FSA ELA Assessment.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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?
Assess students using Write Score Data and conduct data chats	Assistant Principal ELA Department Chair	3x/Year – Write Score Quarterly – Data Chats
Core Connections and Just in Time Standards Based Instruction for ELA and Reading classes	English Department Teachers	Weekly
Integrate the use of exemplar lessons and standards based lessons as part instruction	Assistant Principal ELA Department Chair	Weekly
Integrate common lesson plans for English I and II courses utilizing resources from Write Score	ELA Department Chair ELA Teachers	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:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Rigor & Release Training	8 – ELA Department Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Core Connections Training	2 – ELA Department Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Universal Design for Learning – UDL Training	8 – ELA Department Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID – Focused Note Taking	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Providing Meaningful Feedback	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative Structures	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 42%, as evidenced in FSA End of Course Exam Assessments.
2. We expect our performance level to be 52% by June 2019.
3. The problem/gap is occurring because emphasis is not strongly placed on ensuring test preparation for increasing overall proficiency rates for all students in addition to the focus of learning gains. Extended learning programs should be geared to prepare each student to maximize potential on proficiency scores and learning gains.
4. If differentiated instruction and systemic extended learning opportunities would occur, the problem would be reduced significantly and student learning gains would increase by a minimum of 10%.

5. SMART GOALS:

The percent of all students who achieve proficiency will increase from 42% to 52%, as measured by FSA Algebra and Geometry End of Course Exams.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Students will be assessed intervals as scheduled by the PCS Common Assessment calendar and Data Chats on results reviewed with stakeholders	Math Department Chair Teachers	3x/Year
Teachers will adhere to following the district created and state aligned course pacing calendars	Math Teachers	Weekly
Teachers within the Department will work collaboratively to ensure differentiation and extended learning opportunities are integrated into all math classroom offerings	Math Department Chair Assistant Principal	Weekly
Ongoing formative assessments	Math Department Chair Math Teachers	Daily
Tutoring available to students – during lunch and after school at a minimum of 2 days a week	Math Teachers	2x/Week at a minimum
End of Course exams preparation and review segments systemically offered based on data scores to ensure differentiation for all learners	Math Dept. Chair Assistant Principal	Bi-monthly
Math Competition Team practice and competition	Math Teachers	Weekly/Monthly



MathiaX	Math Teachers	Weekly
Math Nation Progress Monitoring	Math Teachers	Weekly
Practice Assessments – Algebra EOC	Math Department Chair Math Teachers	Quarterly
Practice Assessments – Geometry EOC	Math Department Chair Math Teachers	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
Universal Design for Learning	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID – Focused Note Taking	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID – W.I.C.O.R Strategies	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative Structures	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Providing Meaningful Feedback	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 65%, as evidenced in FSA Biology End of Course Exam.
2. We expect our performance level to be 75% by June 2019.
3. The problem/gap is occurring because emphasis is not strongly placed on ensuring test preparation for increasing overall proficiency rates for all students in addition to the focus of learning gains. Extended learning programs should be geared to prepare each student to maximize potential on proficiency scores and learning gains.
4. If differentiated instruction and systemic extended learning opportunities would occur, the problem would be reduced significantly and student learning gains would increase by a minimum of 10%.

5. SMART GOALS:

The percent of all students achieving proficiency on the Biology EOC will increase from 65% to 75%, as measured by FSA 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.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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?
Collaborative PLC's to integrate the literacy and writing strategies into the science curriculum	Science Dept. Chair Teachers	Bi-Monthly
Adhere to the district created pacing guide	Teachers	Weekly
Integrate opportunity for students to use self-discovery and application of key ideas and concepts	Science Dept. Chair Teachers	Weekly
Progress Monitoring with data from common assessments and state assessment tested indicators	Teachers	3x/year at a minimum
Conduct data chats with teachers and then follow up with students	Teachers	3x/year at a minimum
Extended learning opportunities – including tutoring afterschool	Teachers	Weekly
Test preparation and boot camps to assist all students with practice	Teachers	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
Universal Design for Learning		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



Academic Goals

		<input checked="" type="checkbox"/> Priority 3
AVID – Focused Note Taking		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID – W.I.C.O.R Strategies		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative Structures		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Providing Meaningful Feedback		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 83%, as evidenced in FSA US History End of Course Exam.
2. We expect our performance level to be 90% by June 2019.
3. The problem/gap is occurring because
4. If a continued emphasis on differentiating instruction and continued focus on remediation for conceptual mastery would occur, the problem would be reduced significantly and student learning gains would increase by a minimum of 7%.

5. SMART GOALS:

The percent of all students achieving proficiency will increase from 83% to 90%, as measured by FSA 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.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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?
Collaborative PLC's to integrate the literacy and writing strategies into the science curriculum	Social Studies Dept. Chair Teachers	Weekly
Adhere to the district created pacing guide	Teachers	Weekly
Integrate opportunity for students to use self-discovery and application of key ideas and concepts	Teachers	Weekly
Conduct data chats with teachers and then follow up with students	Administrator Science Dept. Chair Teachers	Quarterly
Extended learning opportunities – including tutoring afterschool	Teachers	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 Descriptions	Participants (number and job titles)	Priority Alignment
Universal Design for Learning	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

AVID – Focus Note Taking	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID – W.I.C.O.R. Strategies	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative Structures	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Providing Meaningful Feedback	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3 out of 6 modules, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Framework.
2. We expect our performance level to be 6 out of 6 eligible for bronze, silver or gold by April 2019.
3. The problem/gap is occurring because lack of physical activity beyond required in physical education courses.
4. If the TSHS Healthy Team can monitor implementation and application of the guidelines would occur, the problem would be reduced by a minimum of 25% and our school would have an increased probability of earning recognition as a healthy team school.
5. **SMART GOALS:** Our school will be eligible in 6 of out 6 modules for bronze, silver or 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 identify critical content from the Standards in alignment with district resources.
 - Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team	Wellness Champion Principal	August 2018
Attend PCS Professional Development	Healthy School Team	Monthly
Complete the Healthy Schools Program Assessment and following 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
Healthy Schools Program Training	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy Schools Team A: Assessment Component	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy Schools Team C: Developing and Implementing an Action Plan	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 34% of the L25% of students made learning gains, as evidenced in FSA ELA assessment scores.
2. We expect our performance level to be 50% by June 2019.
3. The problem/gap is occurring because the percentage of students within the L25 subgroup making learning gains decreased as measured by the 2018 data reports.
4. If a strong focus on standards based instruction, identification of critical content and differentiation would occur, the problem would be reduced significantly and student learning gains would increase by a minimum of 15% or more.

5. SMART GOALS:

The percent of all students achieving learning gains within the L25 subgroup will increase from 34% to a minimum of 50%, as measured by FSA ELA assessment scores.

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.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review common assessment and state data reports	Administrator(s) Department Chairs Teachers SBLT	Quarterly
Routinely using formative assessment to monitor learning	Teachers	Weekly
Differentiated learning skill groups	Teachers	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
Universal Design for Learning	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Providing Meaningful Feedback to students	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



Academic Goals

		<input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Focused Note-Taking	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative Structures	55 Instructional Staff	<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:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60.3%, as evidenced in course completion and industry certification data.
2. We expect our performance level to be 90% by June 2019.
3. The problem/gap is occurring because of scheduling, advising and monitoring student performance within the course progression or program completion.
4. If students were scheduled in courses or programs with an intent that a passing grade and assessment are an expectation would occur, the problem would be reduced significantly and the performance level would increase..

5. SMART GOALS:

The percent of all students successfully completing an acceleration/advanced course will increase from 60.3% to 90%, as measured by course completion and industry certification data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Professional Learning and Collaboration Meeting with teachers	Administrator	Bi-monthly
Design a plan to progress monitor student participation in courses and provided extended learning and support to assist	Administrator Guidance Counselor Teachers SBLT	Ongoing
Design a course pathway and expectation that all students within programs participate as program completers and offer support to assist with certification preparation	Teachers	Ongoing
Increase opportunities for students to engage in project based learning	Teachers	Weekly
Increase opportunities for students to participate in industrial field experiences	Teachers	Quarterly
Maintain a focus on working with academy advisory boards	Teachers	Ongoing
Provide coaching opportunity to students to assist them with goal setting and completion	Teachers	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment



Academic Goals

Accelerated Scheduling	55 Instructional Staff Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Universal Design for Learning	55 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 96%, as evidenced in FLDOE graduation file.
2. We expect our performance level to be 98% by August 2019.
3. The problem/gap is occurring because early intervention and advising of graduation readiness plans are not in place early within the school year so students can have ample time focus on the requirements and be on track to meet graduation status.
4. If academic advising, intervention plans and the development of graduation readiness plans would occur early within the semester, the problem would be reduced by significantly.

5. SMART GOALS:

The percent of 12th grade students graduating on-time with their cohort will increase from 96% to 98%, as measured by FLDOE graduation file.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Graduation readiness plans	Administrator Guidance Counselor	Ongoing
Conduct credit checks	Guidance Counselor	Quarterly
Design academic support plans to assist students with graduation requirements – GPA, Testing and Credits	Administrator Guidance Counselor	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
APEX	4 Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Cohort scheduling training	4 Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID training for Guidance Counselors	4 Guidance Counselor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 85% of black students are graduating from high school with their cohort, as evidenced in FLDOE end of the year graduation file.
2. We expect our performance level to be 100% by August 2019.
3. The problem/gap is occurring because early intervention, support and monitoring is not systemically occurring.
4. If early intervention, counseling support and monitoring would occur, the problem would be reduced significantly and the graduation rate for black students would increase by a minimum of 10%.

5. SMART GOALS:

The percent of black students graduating from high school with their original cohort will increase from 85% to 100%, as measured by FLDOE end of the year graduation file.

- 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	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Invite families of black students to a graduation/scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities. <input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. 	<ul style="list-style-type: none"> • Family participation and attendance at the graduation meeting • Increase working relationship with students and their families • Learner profile and tracking sheet to ensure mastery of goals • Increase in teachers utilizing culturally relevant teaching practices within the classroom instruction
Student Achievement	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT). <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 	<ul style="list-style-type: none"> • ACT and SAT score report data • Extended learning attendance and progress monitoring reports • Review and revision of intervention strategies and offerings for students on an ongoing basis • GPA review
Advanced Coursework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input 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"> • Grades • GPA • AP test scores • Dual Enrollment grades • Documentation in lesson plans of Culturally Relevant Teaching opportunities within the course work
Student Discipline	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. 	<ul style="list-style-type: none"> • Climate and culture survey – quarterly responses



Subgroup Goals

	<input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Conduct monthly discipline disparity/restorative practices training with school administrators.	<ul style="list-style-type: none"> Discipline data comparison and historical study Meeting minutes from Administrative training
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"> ESE Matrix of Services Parent conference notes
Minority Hiring	<input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.	<ul style="list-style-type: none"> Culture and climate survey feedback Work with Human Resources on recruitment for new teachers

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?
Identify personalized plans for students to participate in accelerated and advanced courses	Administrator Guidance Counselor	Summer 2018 Ongoing throughout the year
Revise schedule requests to ensures students are scheduled appropriately	Administrator Guidance Counselor	Semester I and II of 2018/19
Design and offer extended learning opportunities for students so support is provided to them as the course progresses over the year.	Administrator Teachers	Weekly

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
Accelerated scheduling	Administrators Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID for Guidance Counselors	Administrators Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Cohort scheduling	Administrators Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice	Administrators Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 23.2% of ESE students are earning low test scores, as evidenced in School Profiles Dashboard.
2. We expect our performance level to be 10% by June 2019.
3. The problem/gap is occurring because students are not receiving facilitative support directly within the General Education classroom by an ESE support facilitative teacher.
4. If aligned efforts with support facilitation within the General Education classroom would occur, the problem would be reduced by 13%.

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 earning low test scores on FSA assessments will decrease from 23.3% to 10%, as measured by FSA assessments.

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

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- 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.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Intentional scheduling of students into proper courses	Administrator VE Liaison	Summer 2018 Ongoing
Support Facilitation model of instruction for all ESE students	Administrator VE Liaison Teachers	Ongoing
Curriculum support and collaboration between Gen Ed and ESE teacher	Teachers	Monthly

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



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Support Facilitation	3 ESE Teachers Gen Ed Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Content Area Training	3 ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID W.I.C.O.R & Focused Note Taking	3 ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Teachers will maintain open and consistent communication with parents regarding students' progress Grade books will be kept up to date weekly Midterm reports will be distributed during each quarter for students with grades lower than a C. Principal's Weekly Newsletter will share monitoring suggestions and follow up for families regarding student achievement 	<ul style="list-style-type: none"> Administrators Teachers Principal 	<ul style="list-style-type: none"> Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> At home support will be shared and posted on the school's website as a resource bank Parent workshops 	<ul style="list-style-type: none"> Principal Guidance Counselors Teachers 	<ul style="list-style-type: none"> Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent workshops 	<ul style="list-style-type: none"> Guidance Counselors Teachers 	<ul style="list-style-type: none"> Quarterly
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Principal's Weekly Newsletter Parent Information Night Parent Seminars Spring Registration events 	<ul style="list-style-type: none"> Principal Guidance Counselors Teachers 	<ul style="list-style-type: none"> Ongoing

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
Parent Workshop	Guidance Counselors Family and Community Liaison	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Family Engagement Strategies	Family and Community Liaison	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice	Family and Community Liaison	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Leza	Fatolitis	White	Principal
Vasile	Faklis	White	Parent
Elaine	Navas	Hispanic	Teacher
Mervet	Harry	Multi	Parent
Katina	Steffen	White	Parent
Veronica	Zsido	White	Parent
Manuel	Tsesmelis	White	Parent
Tina	Chagaris	White	Parent
Sotirios	Markonios	White	Parent
Dee	Markonios	White	Parent
Ryan	Theil	White	Business/Community
Taurean	Mathis	Black	Business/Community
Mike	Trinidad	Hispanic	Business/Community
		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):

Invitations will be offered to parents, support staff and business/community partners in order to properly balance the roster in order for the SAC composition to be in compliance with state statute.

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]
	Curriculum support workbooks	\$1,500]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	Positive Behavior Support Incentives]	\$500
	[Describe each support on a separate row	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	Classroom novels – high interest reads	\$1000
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	Conference - Model Schools	\$1000
	Conference – Differentiated Instruction	\$1500
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	TDE for ELP tutoring pull out program	\$1000
	[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]



Budget and Other Requirements

TOTAL \$ [Insert total estimated SIP Budget]		