School Improvement Plan
SY 2018-19

THURGOOD MARSHALL FUNDAMENTAL

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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:	Nicole Wilson	SAC Chair:	Joni James

School Vision	100% students making academic and social growth each year

School Mission	All members of the TMFMS community are committed to providing a safe and challenging learning environment that promotes college and career readiness by focusing on critical thinking, communication, collaboration, creativity, competition, and concern for others.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
956	47	336	84	42	447	0

School Grade	2018 A	2017 A	2016 A	Title I	NO

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	68	73	72	74	73	73	81	83	90	89		
Learning Gains All	56	60	61	63								
Learning Gains L25%	46	41	45	41								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Nicole	Wilson	FT	1-3 years
Equity Champion		Nouri	FT	4-10 years
ESE	Nicole	Singh	FT	4-10 years
Teacher Leader	Natasha	Reed	FT	1-3 years
Teacher Leader	Bridget	Abbas	FT	Less than 1 year
Assistant Principal	Nathan	Forbes	FT	4-10 years
School Counselor	Shoshandlyn	Samuels	FT	4-10 years
School Counselor	Jocelyn	Simmonds	FT	Less than 1 year
Teacher Leader	Erika	Gist	FT	4-10 years
Teacher Leader	Emily	Flint	FT	4-10 years
Teacher Leader	Joshua	Roberson	FT	4-10 years
Teacher Leader	Peter	Hynes	FT	4-10 years
Total Instructional Staff:	51		Total Support Staff:	5

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%.

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1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students receiving instruction that is intentionally planned for will increase from 70% to 75%

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving growth towards proficiency as measured by end of year state assessments will increase from 70% to 75%

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students will progress towards proficiency will increase from 70% to 75%

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.	Instructional Leadership Team (SBLT)	All Priorities	Monitor best instructional practices that incorporates implementation of standards to ensure the growth of all students on FSA	• Review lesson plans for intentional planning • Provide feedback for lesson planning • Reviewing data of walk through data • Prep PLC agendas • Professional development on lesson planning, rigor in content • Creating model classrooms that demonstrate all priorities • Professional Development on Literacy within content	Principal	Assistant Principal, Department Chairs, VE Specialist, School Counselors	Twice a Month on 2nd Monday & 4th Tuesday	• Lesson plans aligned to standards • Data from walk through • Instruction is aligned to standards • Student centered classrooms where students are accountable for their learning • Teachers are the coaches and supporters within the classroom • Students writing is evidence based from multiple text • Differentiation /adjustment is present based on student

	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
								• needs within the classroom • Continuous assessing/monitoring students toward target/standard
2.	Multi-Tiered System of Support/Equity Team	All Priorities	Monitor school processes and procedures to identify students in need of Tier 2/Tier 3 Support	• Reviewing gradebook grades • Monitoring performance on Cycle Assessments, content assessments • Providing lunch sessions for students needing Tier2/3 interventions • Classroom observations	Counselors	Administration, school counselors, Social Services, VE Specialist	Twice a month (2nd and 4th Thursday of the Month)	• Student work/grades/assessments improving • Student numbers will decrease in needing Tier 2/Tier 3 support
3.	AVID Site Team/Literacy Team/Family Engagement Team	All Priorities	Increase collaboration amongst colleagues Increase literacy in the content areas Increase rigor in the content areas	• Monthly professional development on AVID strategies • Observations of AVID strategies • Collect data of strategies being utilized in observations	AVID Coordinator	AVID Site Team Teachers, Administration	Monthly (2nd Thursday of the Month)	• Walk through data conducted by administration and instructional staff)reveals increase literacy in all content areas • Student work displays critical thinking • Students participating in inquiry-based assignments/tasks
4.	Child Study Team	All Priorities	Monitor school wide processes and procedures as it	• Reviewing attendance screen	School Social Worker	Administration, school counselors,	Twice a Month (1st and 3rd	• Students with high attendance decreases.

	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
			relates to student attendance			Social Services, VE Specialist	Thursday of the Month)	• Students will decrease with pending status as the attendance code
5.	Department PLCs	All Priorities	Monitor best instructional practices that incorporates the implementation of standards for yearly growth of all students on FSA	• Create Common Assessments • Professional Development on intentional lesson planning • Professional development on rigor within the content area • Adjust lesson plans based on assessment data to provide enrichment and remediation • Grading alignment within content areas	Department Chair/Administration	All content instructors	Monthly (3rd Monday of the Month)	• Review of lesson plans (adjustments made after reviewing data) • Student work/results from common assessments • Become a model classroom for learning walks • Small group instruction • Differentiated instruction with enrichment and remediation evident within walk through
6.	PBIS Team	Priority 1	To decrease discipline incidents on campus	• Providing professional development on school wide program • To create common expectations within the classroom and common areas of the school •	Teacher Leader	Teachers, Administration	Monthly	• Discipline (Referral and detentions) decreases on campus • Decrease in dismissals from school based on discipline infractions
7.	New Teacher PLC	All Priorities	To acclimate new teachers to procedures, policy and processes at TMFMS	• Providing professional development on lesson planning, learning goals and scales,	Teacher Leaders	Administration, New Teachers to the building	Monthly (1st Wednesday of the Month)	• Reviewing lesson plans with feedback • Walk through data • Meetings with administration

	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
				• Providing collaboration opportunities with colleagues • Providing model classrooms for teachers to observe • Assign a mentor/teacher partner				
8.	Gifted PLC	All Priorities	To work collaboratively with colleagues to Monitor best instructional practices that provides learning growth in gifted population of students	• Provide professional development on the social development of gifted students • Provide professional development on differentiation of the gifted learner in the classroom • Provide collaboration opportunities to plan for inquiry based/project-based learning • Provide differentiation professional development that addresses the needs of the students (enrichment/remediation)	Teacher leaders	Center for Gifted Teachers	Monthly (4th Monday of the Month)	• Walk through data • Cycle Assessment data • Classroom assessments • Gradebook • Student work of differentiation of assignments/assessments
9.	Administrative Team Meetings	All Priorities	Create/Review/Monitor school	• Create agenda/professional development for	Administrative Team	Assistant Principal, Principal	Every Tuesday at 8:00 a.m.	

	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
			processes and procedures Review Intentional Lesson Plans of Instructors Review/Monitor SIP Determine Professional Development for Instructors	meetings (Staff, ILT, MTSS, CST)				• Classroom observation data (Forms) • Student Centered Classrooms • Grading • Lesson plans are aligned to standards • Instruction is aligned to standards • Students responding in writing after reading text • Focused Note-taking
10.	Staff Meetings	All Priorities	Provide Professional Development based on the needs of the students and staff Review the SIP goals and progress Review the academic focus goals for the year (Focused Note-Taking, Students responding to text after reading, Literacy within the content) Recognize staff for attendance	•	Teacher Leaders/ Administration	All staff members	Once a Month (1st Monday)	• Student Centered classrooms • Literacy within the content • Focused Note Taking • Students responding to text by writing • Instruction aligned to standard with appropriate taxonomy level • Differentiation within the classroom (meeting the need for enrichment and remediation

2 School Culture for Learning

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 31% of our students received at least one ODR . We expect our performance level to be decreased by 10% by the end of the 2018-19 school year .

2. The problem/gap in behavior performance is occurring because inconsistencies in school wide classroom expectations.

3. If Implementation of school-wide behavior expectations with common language (looks like, sound like, would occur, the problem would be reduced by 10%, as evidenced by the total number of office discipline referral . (*include data to validate your hypothesis.*)

4. We will analyze and review our data for effective implementation of our strategies by conducting points of check during various meeting times (staff meetings, MTSS, ILT, monthly content PLCs).

5. **SMART GOAL:**

> EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 21%, 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 risk (percentage of students receiving ODRs) of all students decrease will decrease from 31% office discipline referrals to 21% office discipline referrals, as measured by 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.

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

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

☒ 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	• Ms. Reed	• June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Mrs. Singh	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• RIT Team (Ms. Tokash, Mrs. Small, Mrs. Reed, Mrs. Singh)	• June 2018/August 2018
Conduct learning opportunities. Restorative Circle Professional Development	• RIT Team (Ms. Tokash, Mrs. Small, Mrs. Reed, Mrs. Singh)	• Pre-School • After School PLC • October 15th

Monitor and support staff for implementation with fidelity.	• RIT Team (Ms. Tokash, Mrs. Small, Mrs. Reed, Mrs. Singh)	• Monthly ILT Meetings
Review student and teacher data for trends and next steps.	• RIT Team (Ms. Tokash, Mrs. Small, Mrs. Reed, Mrs. Singh)	• Monthly ILT Meetings/MTSS Meetings
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• ILT Team	• Monthly ILT Meetings
Motivational Monday's • *Staff will implement circles in their 1ˢᵗ period classes that reinforces school wide expectations and social skills. Staff will be provided curriculum by RIT Team*	• Instructional Staff (Teachers)	• Every Monday

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
Positive Behavior Systems	Teacher Leaders, RIT Team which will be rolled out to the entire faculty and staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Restorative Practice Circles	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96%. We expect our performance level to be 98% by improving process of receiving documentation for absences.
2. The problem/gap in attendance is occurring because follow through with process when students are absent to ensure appropriate documentation of absence in Portal.
3. If Processes are consistently and followed with fidelity) would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by participating in MTSS/CST to follow up on absences of students.

5. **SMART GOAL:**

> EXAMPLE: The percent of all students missing more than 10% of school will decrease from 98% to 96%, as evidenced by attendance dashboard data.

The number of all students providing documentation of absences will Choose an item. from 96% to 98%, as measured by attendance dashboard data.

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

☒ Strengthen the 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.	School Social Worker and School Counselors	Every two weeks (1st and 3rd Thursday of the month)
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	School Social Worker and School Counselors	Monthly
Develop and implement attendance incentive programs and competitions.	School Counselors	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	School Social Worker and School Counselors	Monthly parent meetings
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	School Social Worker and School Counselors	Every two weeks (1st and 3rd Thursday of the month)
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	School Social Worker and Psychologist	
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Grade level clerks and DMT	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
Attendance process and procedures	Staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Attendance process and procedures	Parents	☐ Priority 1 ☒ Priority 2 ☐ 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 68% proficiency, as evidenced in FSA ELA data.
2. We expect our performance level to be 73% by the end of the school year.
3. The problem/gap is occurring because lack of rigor (complex text and student autonomy) within classroom instruction along with consistency of certified instructors.
4. If intentional planning aligned with standard based 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 68% to 75%, as measured by ELA FSA.

The percent of all students achieving ELA proficiency will increase from 68% to 75%, as measured ELA FSA.

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

☒ Strengthen staff ability to engage students in complex tasks.

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

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

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?
Teachers will participate in common planning where teachers will focus on intentionally planning for standard based instruction and student centered with rigor while utilizing the common pacing calendar.	Teacher leaders	PLC (Monthly) Common Planning (weekly)
Teachers will create common formal/informal assessment to continuously monitor for mastery toward learning target/standard that is aligned with same level of taxonomy	Teacher leaders	PLC (Monthly) Common Planning (2x a week)
Teachers will increase the use of complex text for instruction by intentionally planning rigorous task based on taxonomy level	ELA Department Chair	Daily
Teachers will support reading programs by having learners respond to text with writing (using multiple text when appropriate)	All teachers	Daily
Teachers will use focused note taking	Teacher Leaders	When applicable
Teachers will conduct data chats with learners (Providing feedback from informal assessments) that supports learning	ELA/Reading leaders	Weekly
Teachers will use formal/informal assessments to adjust instruction to meet the needs of all learners	ELA and Reading Department Chair	Daily
Teachers will utilize Assessment platform for collecting and assessing writing, reviewing student data and guiding instruction.	ELA and Reading Department Chair	As often as available PLC Common Planning
Teachers will use WICOR strategies within the classroom	AVID Site Team	Daily

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

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will participate in Intentional Lesson Planning professional development. Teachers will define intentional lesson planning. Teachers will create a lesson plan based on a given standard. Teachers will identify the taxonomy of the standard. Create targets from the standard with taxonomy levels. Determine tasks for learners with the same taxonomy level. Create example formal assessment questions for the standard. Determine what evidence will be needed to determine if learners met the target/standard	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in book study of the following books for dialogue and to improve standard based instruction and create rigorous student-centered classrooms with student autonomy during PLCs • Who Moved My Cheese • Creating Conditions for Rigorous Instruction • Standards-Driven Classrooms • Identifying Critical Content • Better than Carrot Sticks	All instructional staff (beginning with Instructional Leadership Team)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in DWT for District Resources, pacing guides, learning scales	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in instructional learning walks	All Instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in culturally relevant teaching strategies	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development involving focus note taking within the content	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development with marking text	All ELA/Reading staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development with rotations for differentiation of learners	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in equity in grading professional development	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 72% Mathematics Achievement, as evidenced in 2017-18 School Grade Report.
2. We expect our performance level to be 75% Mathematics Achievement by 2018-19 School Grade Report.
3. The problem/gap is occurring because learning targets are not at the appropriate taxonomy level.
4. If standard based instruction taxonomy level would occur, the problem would be reduced by 3%.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students achieving math proficiency will increase from 72% to 75%, as measured by the 2018-19 FSA Mathematics Achievement as reported on the School Grade Report.

The number of all students participating in student centered classrooms with rigor, common assessments and alignment of grading will increase from 72% to 75%, as measured by common classroom assessment data, Cycle assessment data and FSA data points. All students will make learning gains by the end of the 2018-19 school year.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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?
Teachers will create common formative assessments	Math Department Chair	Common Planning (Weekly) PLC (Monthly)
Teachers will participate in common planning to focus on intentionally planning for standard based instruction using pacing guide.	Math Instructional leader	Pre-School, PLC (Monthly)
Teachers will use focused note taking	AVID Site Team	Common Planning PLC Weekly in classroom
Teachers will use writing in the math content	Math Instructional leader	PLC Daily
Teachers will use literacy within the math classroom	Math Instructional leader/Reading Instructional leader	PLC Weekly
Teachers will use formal/informal assessments to adjust instruction to meet the needs of all learners	Math Instructional leader	Common Planning PLC Daily/Weekly
Teachers will collaborate and utilize equity in grading	Math Instructional Leader	Common Planning PLC
Teachers will conduct data chats with students based on common assessments and cycle assessments	Math Instructional leader	Common Planning PLC Daily/Weekly

Teachers will use WICOR strategies within the classroom	AVID Site Team	Daily
Administration will review weekly lesson plans for alignment of differentiation and scaffolding of inquiry and standards-based instruction	Administration	Weekly
Administration will conduct walk throughs to provide feedback on instruction and lesson plan alignment	Administration	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
Teachers will participate in Intentional Lesson Planning professional development. Teachers will define intentional lesson planning. Teachers will create a lesson plan based on a given standard. Teachers will identify the taxonomy of the standard. Create targets from the standard with taxonomy levels. Determine tasks for learners with the same taxonomy level. Create example formal assessment questions for the standard. Determine what evidence will be needed to determine if learners met the target/standard	All math instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in book study of the following books for dialogue and to improve standard based instruction and create rigorous student-centered classrooms with student autonomy during PLCs • Who Moved My Cheese • Creating Conditions for Rigorous Instruction • Standards-Driven Classrooms • Identifying Critical Content • Better than Carrot Sticks	All math instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in DWT for District Resources, pacing guides, learning scales	All math instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in instructional learning walks to enhance best practices within their classroom	All Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in culturally relevant teaching strategies professional development	District Personnel	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development involving focus note taking within the content	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development with rotations for differentiation of learners	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in equity in grading professional development	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 74%, as evidenced in SSA proficiency.
2. We expect our performance level to be 80% by May 2019.
3. The problem/gap is occurring because data is not being utilized to differentiate and scaffold instruction to increase student performance.
4. If effective implementation of differentiation and scaffolding of inquiry-based and standard based instruction based on formative data would occur, the problem would be reduced by 13%.

5. **SMART GOALS:**

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

The percent of all students achieving proficiency will increase from 74% to 80%, as measured by 8th grade Science State Wide Science 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.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ 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?
Teachers will participate in department meetings to review student data and discuss content area gaps, (Gap and cycle testing) using rigorous standards-based instruction.	Science Instructional leader (Department Head)	Pre-School, PLC (Monthly)
Teachers will observe, learn and implement focused note taking strategies.	AVID Site Team	Common Planning PLC Weekly in classroom
Teachers will use formal/informal assessments to adjust and plan differentiated instruction to meet the needs of all learners	Science Instructional leader	Common Planning PLC Daily/Weekly
Teachers will monitor and provide feedback to students to support learning.	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will use WICOR strategies within the classroom to support inquiry-based science instruction	AVID Site Team	Daily
Teachers will conduct data chats with students based on common assessments and cycle assessments	Science Instructional leader	Common Planning PLC Daily/Weekly
Administration will review weekly lesson plans for alignment of differentiation and scaffolding of inquiry and standards-based instruction	Administration	Weekly
Administration will conduct walk throughs to provide feedback on instruction and lesson plan alignment	Administration	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
Teachers will participate in Intentional Lesson Planning professional development. Teachers will define intentional lesson planning. Teachers will create a lesson plan based on a given standard. Teachers will identify the taxonomy of the standard. Create targets from the standard with taxonomy levels. Determine tasks for learners with the same taxonomy level. Create example formal assessment questions for the standard. Determine what evidence will be needed to determine if learners met the target/standard	All science instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in book study of the following books for dialogue and to improve standard based instruction and create rigorous student-centered classrooms with student autonomy during PLCs • Who Moved My Cheese • Creating Conditions for Rigorous Instruction • Standards-Driven Classrooms • Identifying Critical Content Better than Carrot Sticks	All science instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in instructional learning walks	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in culturally relevant teaching strategies professional development and have site/department discussions/meeting on implementations	District Personnel/Administration/Science Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development involving focus note taking within the content	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development with rotations for differentiation of learners	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in equity in grading professional development	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 81% proficiency , as evidenced in 2018 Spring EOC Civics Assessment.
2. We expect our performance level to be 85% by 2019 Spring EOC Civics Assessment.
3. The problem/gap is occurring because ISM visit data shows that both classrooms are not student centered with rigor.
4. If teachers collaboratively plan and create common assessments alignment would occur, the problem would be reduced by 4%.

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 7th grade students achieving proficiency on the Civics EOC will increase from 81% to 85, as measured by the spring administration of the Civics EOC.

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

☒ Strengthen staff ability to engage students in complex tasks.

☒ 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

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?
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions	Civics teachers/Principal	Weekly
Provide students with the opportunity to demonstrate higher order thinking strategies and processes.	Civics teachers	Weekly collaborative planning
Teachers will use WICOR strategies within the classroom	AVID Coordinator	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
Teachers will participate in AVID professional development that includes WICOR	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in Intentional Lesson Planning professional development. Teachers will define intentional lesson planning. Teachers will create a lesson plan based on a given standard. Teachers will identify the taxonomy of the	Civics Instructors (Common Planning)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

standard. Create targets from the standard with taxonomy levels. Determine tasks for learners with the same taxonomy level. Create example formal assessment questions for the standard. Determine what evidence will be needed to determine if learners met the target/standard		
Teachers will participate in book study of the following books for dialogue and to improve standard based instruction and create rigorous student-centered classrooms with student autonomy during PLCs • Who Moved My Cheese • Creating Conditions for Rigorous Instruction • Standards-Driven Classrooms • Identifying Critical Content Better than Carrot Sticks	All science instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in instructional learning walks	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in culturally relevant teaching strategies professional development and have site/department discussions/meeting on implementations	District Personnel/Administration/Science Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development involving focus note taking within the content	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development with rotations for differentiation of learners	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in equity in grading professional development	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 Click or tap here to enter text., as evidenced in Click or tap here to enter text..
2. We expect our performance level to be 5 out of 6 alliance for a healthier generation by May 2019.
3. The problem/gap is occurring because lack of physical activities beyond the recommended numbers.
4. If our healthy team will monitor the administrative guidelines for wellness would occur, our school will reach national status.

5. **SMART GOALS:**

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

Our school will be eligible in 5 out of 6 modules for silver recognition by May 2019 as evidence 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.)*
☐ Choose Strategy
☐ Choose Strategy
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Healthy School Team will document status	Wellness Champion	Pre-School
Review all assessment items to determine how to improve in modules	Wellness Champion	By November
Attend district-supported professional development	Wellness Champion	Continuous

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
Training Component		☐ Other
Assessment Component		☐ Other
Smart Snacks in School Component		☐ Other
Developing and Implementing Action Plan		☐ Other
Celebrations Component		☐ Other

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 85% of our students taking at least one advanced course, as evidenced by the end of the 2018 -19 school year.
2. We expect our performance level to be 90% of our students taking at least one advanced course by the end of the 2018-19 school year.
3. The problem/gap is occurring because students are not being enrolled in more rigorous courses with support.
4. If students were placed into academically challenging courses and consistent support would occur, the problem would be reduced by 5%.

5. **SMART GOALS:**

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

The percent of all students participating in advanced courses will increase from 85% to 90%, as measured by students passing the advanced course.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance access to opportunities for students to engage in advanced/acceleration coursework.
☒ Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).
☒ Strengthen teacher implementation of rigorous instructional practices.

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

WHAT are you doing to implement these strategies?	WHO is leading?	WHEN is it occurring?
Implement a school-wide plan to insure all stakeholder groups are aware of the purpose and value of the SAT Suite of Assessments at each grade level of implementation	School Counselors	
Administrators and/or Department Coordinators analyze site-based PSAT and SAT data to inform instruction in a variety of content areas	School Counselors	
Counselors support students in reviewing and interpreting their PSAT results, resulting in students getting goals for longitudinal growth	School Counselors	

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 teachers on the purpose of PSAT/SAT	All Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Professional Development for teachers on analyzing SAT to drive instruction	All Staff	☒ 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 100% (promotion rate), as evidenced in FOCUS. However, we did have 11 students in need of credit recovery after the 1st semester (2017-2018).
2. We expect our performance level to maintain 100% promotion by May 2019. We will also aim to reduce the number of students needing credit recovery by 5 students.
3. The problem/gap is occurring because of attendance concerns, lack of organizational skills, and time management issues.
4. If more in depth progress monitoring and skills groups would occur, the problem would be reduced by 5 students.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The number of all students needing credit recovery will decrease from 11 to 5, as measured by credit recovery attendance data and FOCUS progress reports.

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?
Weekly progress monitoring check-ins will occur with students at risk of needing credit recovery.	School Counselors	Weekly after the 1st grading period.
Groups will occur after the mid-point of the second grading period to support students needing additional skills to help prevent them needing credit recovery.	School Counselors	Weekly after the midpoint of the second grading period.

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
Restorative Practices Training	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 38% Black Students Proficient in ELA and 38% Black Students Proficient in Math, as evidenced in FSA data.
2. We expect our performance level to be 61% in both ELA and Math by May 2019.
3. The problem/gap is occurring because intentionally planning for African American students which includes remediation and enrichment .
4. If standard based instruction with rigor and complex text would occur, the problem would be reduced by 23%.
5. **SMART GOALS:**

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

The percent of black students proficient will increase from 38%/38% to 61%, as measured by ELA and Math 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	⊠ 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. ⊠ 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. ⊠ Ensure equitable representation of black learners in school awards/recognition ceremonies.	• Black student engagement will increase in classes which will result in an increase in student grades. • Increase engagement and improve grade point averages for black students. • Progress monitoring for black learners will be encouraged to maintain and/or improve their achievement to meet scholarship and award criteria.
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. ⊠ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ⊠ Support teachers by providing professional development on building relationships and sharing student data with black families.	• Black students' engagement will increase in classes which will result in an increase in grades. • Increase engagement and improve grade point averages for black students. • There will be an impact in black parents attending parent conferences and school activities.
Advanced Coursework	⊠ Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. ☐ Choose Strategy ☐ Choose Strategy	• Black students' engagement will increase In classes which will result in an increase in grades. • Black students will be given an opportunity to enroll in more rigorous courses with support (i.e. AVID, tutoring, clubs)

		• Increase the number of Black students participating in TIPs in 7th grade.
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy	• The percentage of ODR's for black students will decrease
ESE Identification	☒ Utilize 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	• Black student engagement will increase in classes which will result in an increase in grades
Minority Hiring	☒ Utilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• There will be longevity in black employee employment and advancement within our school district.

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?
Increase the number of black students in advanced courses with support (before school/AVID)	School Counselor/Administration	Beginning of the year
Review school-based data to plan for remediation and enrichment	All Staff	Monthly
Monitor the lesson planning and classroom implementation of effective lessons that engage African Americans in rigorous, standards-based work	Administration	Weekly
Provide ongoing feedback to teachers to support the development of their practice in supporting African American students.	Administration	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
Culturally Relevant Teaching	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Equity Education	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practice	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 16%, as evidenced in FSA Data.
2. We expect our performance level to be 32% by May 2019.
3. The problem/gap is occurring because we are not effectively implementing high leverage strategies that are student centered.
4. If standard based instruction with equity would occur, the problem would be reduced by 14%.

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 16% to 30%, as measured by FSA.

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

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

☒ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

☐ 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?
Increase the number of ESE students in advanced courses with support (before school/AVID)	APC, School Counselors, and VE Specialist	Summer 2018, prior to students returning
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet students' needs.	APC and VE Specialist	Summer 2018, prior to students returning
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work	VE Teachers, General Education Intensive Reading teachers and Unique Skills teacher	Ongoing during the 2018/19 school year

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
Restorative Practice with using Circles effectively training will be given to all instructional staff members to promote proactive engagement and response with ESE students, both socially and academically	All Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Positive Behavior Support. The school will implement a school-wide PBS system to promote high expectations, both socially and academically, among ESE students.	All Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
What is "Unique" about Unique Skills in Middle School? Training during pre-school. Unique Skills will be implemented for ESE students showing a need for foundational reading and math skills that will aid them in mastering grade level work.	VE Resource Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 94% Proficient in ELA and 96% Proficient in Math, as evidenced in ELA/ Math FSA and EOC s.
2. We expect our performance level to be 97% by May 2019.
3. The problem/gap is occurring because intentional planning lessons that include enrichment of standards for those gifted students that already possess the knowledge of the standard.
4. If planning for complex text that supersede the standard would occur, the problem would be reduced by 3%.

5. **SMART GOALS:**

EXAMPLE: The percent of gifted students achieving level 4 or 5 will increase from 77% to 89%, as measured by FSA.

The percent of gifted achieving proficiency will Choose an item. from increase from 94%/96% to 98%, as measured by FSA/EOCs.

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 to gifted learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Strengthen staff ability to engage students in complex tasks.

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

☐ 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?
Intentionally planning that provides differentiation instruction for enrichment and remediation	All Gifted Teachers	Weekly
Student work discussion during PLCs	All Gifted Teachers	Weekly
Allow gifted students to utilize "curriculum compacting" as a means for differentiation and/or scaffolding	All Gifted Teachers	Weekly

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
Gifted Retreat	All Gifted Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Culturally Relevant Training	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Equity Education	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in equity in grading professional development	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Teachers will participate in book study of the following books for dialogue and to improve standard based instruction and create rigorous student-centered classrooms with student autonomy during PLCs
  • Who Moved My Cheese
  • Creating Conditions for Rigorous Instruction
  • Standards-Driven Classrooms
  • Identifying Critical Content
Better than Carrot Sticks
	All Gifted Instructors	☒ Priority 1
		☒ Priority 2
		☒ Priority 3

Teachers will participate in instructional learning walks	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in culturally relevant teaching strategies professional development and have site/department discussions/meeting on implementations	District Personnel/Administration/Gifted Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development involving focus note taking within the content	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Teachers will participate in professional development with rotations for differentiation of learners	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.	• Conduct regular data chats with parents/students to discuss student progress • Parent/family meetings/webinars to communicate school and classroom processes and procedures	• Staff (Teachers, Counselors, Administration)	• Every 3rd Thursday of the Month • Every 2nd Tuesday of the Month
2. Provide academic tools to families in support of their students' achievement at home.	• Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home and share information about their child with the teachers	• School Counselors	• Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	• Provide parents/families opportunity to attend workshops and trainings that promote parent advocacy • Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.	• Staff (Teachers, Counselors, Administration)	• Ongoing
4. Intentionally build positive relationships with families and community partners.	• Develop and implement activities to build respect and trust between home and school • Increase positive interaction with parents/families on a regular basis	• Staff (Teachers, Counselors, Administration)	• Every 3rd Thursday of the Month • Every 2nd Tuesday of the Month

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
Family Friendly Schools	All Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Collaborating for Success: High Impact Classroom Family Engagement	All Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Joni	James	White	Choose an item.
Ncolette	Love	Black	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		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):

The School Advisory Council will have a final vote on Committee Members September 11, 2018

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

☒ Yes, Committee Approval Date: 8/14/2018   ☐ No

⬢ BUDGET / SIP FUNDS

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

Budget Categories	Amount
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]**	