



# School Improvement Plan SY 2018-19

## MIDTOWN ACADEMY SCHOOL

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

## **Table of Contents**

<b>Continuous Improvement</b> .....	<b>3</b>
<b>Goals</b> .....	<b>8</b>
<b>Conditions for Learning</b> .....	<b>9</b>
A. ELA/Reading Goal .....	12
B. Mathematics Goal.....	14
C. Science Goal.....	15
E. Healthy Schools Goal .....	16
<b>Subgroups</b> .....	<b>17</b>
A. Bridging the Gap with Equity for All: Black Students .....	17
E. Gifted (As appropriate, based on school data) .....	19
<b>Family and Community Engagement</b> .....	<b>20</b>
<b>SAC Membership</b> .....	<b>21</b>
<b>BUDGET / SIP FUNDS</b> .....	<b>22</b>



## 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

<b>Principal:</b>	Portia Slaughter	<b>SAC Chair:</b>	TBD
-------------------	------------------	-------------------	-----

<b>School Vision</b>	Midtown Academy will provide each and every scholar with the necessary knowledge, skills, and opportunities for 100% scholar success.
----------------------	---

<b>School Mission</b>	The Mission of Midtown Academy is to develop the academic and social emotional skills of every scholar, every day, at every opportunity by committing to academic excellence through a rigorous instructional program and developing the leadership qualities needed for college, career, and life
-----------------------	--

### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
305		63%	4.9%	3.9%	27.5%	

<b>School Grade</b>	<b>2018:</b> F	<b>2017:</b> F	<b>2016:</b>	Title I
---------------------	-------------------	-------------------	--------------	---------

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
<b>Proficiency All</b>	13	12	11	15	5	9	30	43	na	0	na	na
<b>Learning Gains All</b>	38	27	33	34								
<b>Learning Gains L25%</b>	49	29	36	43								

### School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Portia	Slaughter	FT	1-3 years
Equity Champion	Caprice	Johnson	FT	Less than 1 year
ESE	Herbert	Graham	FT	Less than 1 year
ELL	na			
Climate and Culture				
MTSS Coach	Ronette	Levy	FT	1-3 years
Reading Coach	Christie	Carroll	FT	Less than 1 year
Math Coach	Gwendetta	Richards-Betts	FT	1-3 years
Assistant Principal	Casey	Maker	FT	Less than 1 year
Guidance Counselor	Malikah	Mills	FT	Less than 1 year
<b>Total Instructional Staff:</b>			<b>Total Support Staff:</b>	



## B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

**EXAMPLE THEORY OF ACTION:** If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

### 1. Priority 1: Standards-based planning

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students meeting proficiency will increase from 13% to 50%

### 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 performing below grade level will decrease from 85% to 45%

### 3. Priority 3: Conditions for learning

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students performing at grade level will increase from 13% to 50%



## C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
	EXAMPLE: SBLT	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> <li>• Training on Lesson Planning Resources,</li> <li>• Preconference,</li> <li>• Weekly instructional reports,</li> <li>• Prep PLC agendas</li> </ul>	Principal	Assistant Principal(s)	Weekly on Tuesdays	<ul style="list-style-type: none"> <li>• Lesson plans aligned to standards, with targets and performance scales,</li> <li>• Planned and completed student work requiring practice with complex text and its academic language</li> </ul>
1.	SBLT	All Priorities	Monitor fidelity of standards based instruction to increase student proficiency in Reading, Math, and Science FSA	<ul style="list-style-type: none"> <li>• PD on Decomposing the standards-target</li> <li>• Target and task alignment</li> <li>• PD with ANet</li> </ul>	Principal	Assistant Principal, MTSS coach, Reading Coach, Math Coach, Guidance Counselor, Social Worker,	Monthly on Wednesday	<ul style="list-style-type: none"> <li>• Solid core instruction that is aligned to standards-based instruction</li> <li>• Lesson plans aligned to standards, targets and tasks align</li> </ul>



# Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
						School psychochologist		•
2.	Tier 3 Problem-solving Team	Choose an item.		•				•
3.	Equity Team	Choose an item.		•				•
4.	Child Study Team	All Priorities	Monitor student attendance at school	<ul style="list-style-type: none"> <li>• PSW</li> <li>• Bi-monthly meeting</li> </ul>	Social Worker	Administration, School counselor, DMT	Monthly on 2 <sup>nd</sup> Friday	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Minutes</li> <li>• Sign- in sheets</li> <li>• PSW completion</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Choose an item.		•				•
6.	Literacy Leadership Team- SAME as SBLT	Choose an item.		•				•
7.	PBIS Team	All Priorities	To ensure a safe learning environment for all students	<ul style="list-style-type: none"> <li>• Tier 1 PBIS problem solving process</li> </ul>	Assistant Principal	Psychologist, Teacher, MTSS couch, Social worker	Monthly on 2 <sup>nd</sup> Tuesday	<ul style="list-style-type: none"> <li>• Meeting notes</li> <li>• Tier 1 behavior implementation</li> </ul>
8.	Family Engagement Team	All Priorities	Support successful collaboration between home and school partnerships	<ul style="list-style-type: none"> <li>• Eliminate Barriers to family engagement</li> </ul>	Community Liasion	Principal, DMT, Counselor, Content coaches	Monthly on Tuesday	<ul style="list-style-type: none"> <li>• Meeting agenda and minutes</li> <li>• Parent sign-in sheets at events</li> </ul>



## Goals

### *Instructions*

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

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

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

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

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

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

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

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





## Conditions for Learning

### A. Climate and Culture

#### DATA SOURCES TO REVIEW:

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

1. Our current level of performance in school-wide behavior is 76%. We expect our performance level to be 40% by April 2019.
2. The problem/gap in behavior performance is occurring because inconsistent implementation of behavior expectations.
3. If Consistent behavior processes would occur, the problem would be reduced by 36%, as evidenced by office discipline referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by data monitoring and SBLT.

#### 5. SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The percent of all students getting discipline referrals will decrease from 76% to 40%, as measured by office discipline referrals.

#### 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 implementation of research-based practices that communicate high expectations for each student.
- Strengthen the ability of all staff to establish and maintain positive relationships with all students.

#### 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?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> <li>• Casey Maker</li> <li>• Rongette Levy</li> <li>• Malukah Mills</li> <li>• Amy Raab</li> </ul>	<ul style="list-style-type: none"> <li>• July 2018</li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Rongette Levy</li> </ul>	<ul style="list-style-type: none"> <li>• May 2018</li> <li>• July 2018</li> </ul>
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>• Rongette Levy</li> <li>• Malukah Mills</li> <li>• Amy Raab</li> </ul>	<ul style="list-style-type: none"> <li>• August 2018</li> <li>• October 2018</li> </ul>
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>• Rongette Levy</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>• Portia Slaughter</li> <li>• Casey Maker</li> <li>• Rongette Levy</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>



Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> <li>Portia Slaughter</li> <li>Casey Maker</li> <li>Rongette Levy</li> </ul>	Occurring monthly
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> <li>Celebrate areas of growth</li> <li>Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>Portia Slaughter</li> <li>Casey Maker</li> <li>Rongette Levy</li> </ul>	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
Teach Like a Champion	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice- Overview and Restorative Circles	Instructional and Non-instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PBIS	Instructional, Non-instructional, support staff	<input 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 92%. We expect our performance level to be 96% by May 2019.
2. The problem/gap in attendance is occurring because inconsistent implementation of attendance process.
3. If Problem solving process would occur, the problem would be reduced by 4%.
4. We will analyze and review our data for effective implementation of our strategies by Child Study team meetings.

### 5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 24% to 15%, 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 attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Malikah Mills Amy Hyland	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Malikah Mills Amy Hyland	July 2018
Develop and implement attendance incentive programs and competitions.	Amy Hyland	August 2018
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Amy Hyland	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Malikah Mills Amy Hyland	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Amy Hyland	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Ekresha Thompson	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 Processes and Procedures	35 Instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Problem Solving process	10 Student Services staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 13% proficiency, as evidenced in FSA performance.
2. We expect our performance level to be 50% proficient by June 2019.
3. The problem/gap is occurring because Instruction is not always standards-based.
4. If Standards based instruction would occur, the problem would be reduced by 60%.

**5. SMART GOALS:**

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

The percent of all students achieving ELA proficiency will increase from 13% to 50%, as measured by 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.
- 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?
Use of iReady reading during intervention to address scholars needs down to the sub skill level.	Ronette Levy	Daily during intervention
Ensure teachers are developing rigorous learning goals and performance scales based on identified key standards	Christie Carroll	Weekly
Use of ANet to build a strong command of the standards and develop teachers' ability to deliver strong core instruction	Administration, Literacy coach	Monthly
Ensure teachers strengthen core reading instruction by engaging students in using rich complex text	Christie Carroll	Weekly
Engage teachers and students in regularly analyzing tasks using standards-based rubrics and plan for next steps	Christie Carroll	Bi-weekly
Monitor teacher practice and provide feedback for teacher growth though PLC's and collaborative planning structures, IObservation	Portia Slaughter Casey Maker Christie Carroll	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
Setting the Conditions for rigorous instruction	45 Instructional, no-instructional staff, support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Identifying Critical content from the standards	31 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Academic Goals

School Improvement Plan 2018-19

Standards-based collaborative planning	45 instructional, non-instructional, support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Learning Sciences International	2 administrators, 1 content coach, 5 teacher leaders	Priority 1, 2, 3
I-Ready Reading	45 instructional and non-instructional staff	Priority 1, 2, 3
Achievement Network	35 Instructional Staff 2 Administrative	Priority 1, 2, 3
Lesson Study	45 instructional staff	Priority 1, 2, 3



**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 11% proficient, as evidenced in Math FSA.
2. We expect our performance level to be 50% by June 2018.
3. The problem/gap is occurring because instruction does not focus on students' conceptual understanding of the content.
4. If solid instruction of would occur, the problem would be reduced by 60%.

**5. SMART GOALS:**

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

The percent of all students achieving math proficiency will increase from 11% to 50%, as measured by Math 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.
- 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	WHO	WHEN
Ensure teachers are developing rigorous learning goals and performance scales based on identified key standards	Carol Hutton	Weekly
Ensure teachers use a variety of modalities when presenting concepts and instruction to meet the needs of each and every student	Carol Hutton	Weekly
Ensure teachers strengthen core instruction through the use of mathematical practices	Carol Hutton	Weekly
Monitor teacher practice and provide feedback for teacher growth through use of PLC's and Collaborative Planning structures, iObservation	Portia Slaughter, Casey Maker, Carol Hutton	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
Setting the conditions for Rigorous instruction		<input checked="" type="checkbox"/> Priority 1, 2, 3
Identifying Critical content from the standards		<input checked="" type="checkbox"/> Priority 1, 2
Standards-based collaborative planning		<input checked="" type="checkbox"/> Priority 1, 2, 3
Eureka Math	35 instructional staff	Priority 1, 2, 3
Using Manipulatives to engage students in developing conceptual understanding of mathematics		Priorities 1, 2
Ongoing PD Math Shifts of the common core	35 instructional staff	Priorities, 1, 2, 3
I-Ready Math	45 instructional and non- instructional staff	Priorities 1, 2, 3
Mathematical Practices		Priorities 1, 2



**C. Science Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 4%, as evidenced in Science FSA.
2. We expect our performance level to be 60% by June 2018.
3. The problem/gap is occurring because inconsistency with standards- aligned instruction.
4. If standards-based instruction would occur, the problem would be reduced by 60%.

**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 meeting proficiency will increase from 4% to 50%, as measured by Science FSA.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure teachers are developing rigorous learning goals and performance scales based on identified key standards	Science Coach	Bi-weekly

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
5E Instructional Model for Science	35 instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Standards-based collaborative planning	k-2 teachers 3-5 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Setting the conditions for standards based instruction in science		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 0 modules in bronze, as evidenced in Healthy Schools Program.
2. We expect our performance level to be 3 modules in bronze by May 2019.
3. The problem/gap is occurring because ineffective implementation of physical program.
4. If we monitor guidelines for implementation of physical program would occur, the problem would be reduced by 6 modules eligible for bronze.

**5. SMART GOALS:**

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

The percent of all students participating in Healthy Schools program will increase from 30% to 80%, as measured by Healthy Schools Program.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use of Let’s Move during Physical Education classes	J. Hemberger	Daily
Develop Healthy committee	R. Hale	Monthly
Healthy school lunch program	S. Tran	Daily
Recess daily for 20 minutes	Classroom teachers	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
Healthy Schools Framework	35 Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Smart snacks in school	35 instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3





Subgroups

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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 49% , as evidenced in FSA L25 growth.
2. We expect our performance level to be 70% by April 2019.
3. The problem/gap is occurring because weak core instruction implementation.
4. If Solid core instruction would occur, the problem would be reduced by 30% .

**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 showing high growth will increase from 49% to 70%, as measured by FSA reading.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Achievement	<input checked="" type="checkbox"/> Choose Strategy <b>Ensure that schools with high-minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery</b> <input checked="" type="checkbox"/> Choose Strategy <b>Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.</b> <input type="checkbox"/> Choose Strategy	• L 25 percent student growth increase in ELA, Math, and Science
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Discipline	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•

- 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.)*

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?

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

<b>Professional Learning Description</b>	<b>Participants</b> (number and job titles)	<b>Priority Alignment</b>
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> 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 51%, as evidenced in FSA.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because no gap/new program.
4. If Full time gifted services would occur, the problem would be reduced by 30%.

### 5. SMART GOALS:

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

The number of gifted students achieving a level 4 or 5 will increase from 36 to 55, 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 gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)

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

### 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?
Implement Renzulli Software to support School-wide Enrichment model	A. Griffin	Quarterly
School-wide Enrichment model	A. Griffin	Weekly
Curriculum compacting and differentiation to support gifted learners	R. Hale	
Implement Gifted goals daily to support gifted learners	A. Griffin	Daily

### 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 Micro- Creditial 101, 202, 303, 404, 505, 606	30 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Nature and Needs of the Gifted learner	30 Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Special Populations	30 Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Weekly School messenger messages</li> <li>Newsletter</li> <li>Teacher news letters out to families</li> </ul>	<ul style="list-style-type: none"> <li>Administratio</li> <li>C. Jackson</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Monthly</li> <li>Weekly</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Curriculum nights- Math, Literacy, Science</li> <li>Conference nights</li> </ul>	<ul style="list-style-type: none"> <li>Content coaches</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> <li>Semester</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>SAC</li> <li>PTO</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Monthly family engagement activities</li> </ul>	<ul style="list-style-type: none"> <li>C. Jackson</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>

### 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 Teacher Home Visit Project	35 Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cross Content Parent reach-out	35 Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Portia	Slaughter	Black	Principal
Dominique	Clarkson	Black	Parent
Arthurene	Williams	Black	Business/Community
Ekresha	Thompson	Black	Support Employee
Grant	McMillan	Multi	Business/Community
		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):

In the process of recruiting new members due to the change in school program and demographics

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
<b>1.</b>	<b>Academic Support</b>	<b>\$ [Insert amount for category]</b>
	Support supplemental materials for Literacy and Math	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ [Insert amount for category]</b>
	Support Implementation of PBIS	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ [Insert amount for category]</b>
	Materials for Maker Space	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4.</b>	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	<b>\$ [Insert amount for category]</b>
	Support classroom subscriptions	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5.</b>	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	<b>\$ [Insert amount for category]</b>
	Teacher stipends to support family engagement activities- Curriculum nights	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
<b>6.</b>	<b>Other (please list below)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]



# Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		