



# School Improvement Plan SY 2018-19

## Pinellas Secondary School

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## Continuous Improvement

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

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

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

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



## A. Vision and Direction

### School Profile

<b>Principal:</b>	Mr. Darren Hammond	<b>SAC Chair:</b>	Mrs. Sharon Fahey
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<b>School Vision</b>	100% student success. Students meet the requirements of the Transition Rubric.
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<b>School Mission</b>	Educate and prepare each student for college/career and life.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
240	0	134	28	11	66	1

<b>School Grade</b>	<b>2018:</b> No Grade	<b>2017:</b> No Grade	<b>2016:</b> No Grade	Title I
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017%	2016 %
Proficiency All												
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Darren	Hammond	FT	20+ years
Equity Champion	Cory	Cromartie	FT	4-10 years
ESE	Taffy	Quaglieri	FT	4-10 years
ELL	Donna	Richardson	FT	1-3 years
Climate and Culture	Darren	Hammond	FT	4-10 years
Assistant Principal	Etje	Ramdohr	FT	20+ years
Social Worker	Suzanne	Johnson	FT	
Behavior Specialist	Yvette	Corbin	FT	11-20 years
Behavior Specialist	Paige	Campbell	FT	11-20 years
Behavior Specialist	Ronald	Wrazen	FT	4-10 years
Behavior Specialist	LaFara	Williams	FT	4-10 years
VE Specialist	Taffy	Quaglieri	FT	4-10 years
School Psychologist	Jamie	Donnelly	FT	11-20 years
HPO	Edward	Henderson	FT	4-10 years
Counselor	Amanda	Dallas	FT	4-10 years



Counselor	Donna	Richardson	FT	1-3 years
Other	Daniel	Sosa-Jones	FT	1-3 years
<b>Total Instructional Staff:</b>	<b>15</b>	<b>Total Support Staff:</b>	<b>1</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 achieving proficiency will increase from 30% to 40%

#### 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 proficiency will increase from 30% to 40%

#### 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 achieving proficiency will increase from 30% to 40%



## 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</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</i>	<i>List the titles</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> <li>• Training and Lesson planning resources.</li> <li>• Preconference,</li> <li>• Weekly instructional reports,</li> <li>• agendas</li> </ul>	Principal Assistant Principal	Leadership Team	Bi-Weekly	<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>
2.	Tier 3 Problem-solving Team	All Priorities	To increase academic proficiency	<ul style="list-style-type: none"> <li>• Review and monitor the Rubric using restorative practices</li> </ul>	Behavior Specialist	All Staff	On-going	<ul style="list-style-type: none"> <li>• More students are achieving the 32points and transition back to their zoned school</li> <li>• Decrease in referrals</li> </ul>
3.	Equity Team	All Priorities	To ensure anti-discrimination	<ul style="list-style-type: none"> <li>• By attending, developing, and disseminating information to create a culturally diverse environment.</li> </ul>	Behavior Spec. Technology Department Chair	All Staff	On-going	<ul style="list-style-type: none"> <li>• Decrease referrals dealing with disrespect</li> <li>• Number of bullying incidents will decrease</li> <li>• Decrease the number of harassment referrals</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
4.	Child Study Team	All Priorities	By May 2019 the attendance specialist will decrease the number of students absent from school by 10%.	<p>Bi-monthly child study teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending school.</p> <p>Completion of the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers students miss school</p> <p>Review school profiles the reasons absence report and develop interventions that target trends of why the students are absent.</p> <p>Utilize the new attendance letters that include graphs to compare the absences of peers.</p> <p>Ensure families are aware of the importance of attendance and engage them in attendance related activities.</p> <p>Develop attendance incentive programs and competitions.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	Social Work Counselor Behavior Spec. Admin	All Staff	On-going	<ul style="list-style-type: none"> <li>• Child Study Minutes and PSW worksheets</li> <li>• Completion of attendance letters</li> <li>• Parent night sign in sheets</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	<i>Increase instructional implementation of grade-level standards to increase</i>	<ul style="list-style-type: none"> <li>• Review data from student assessments, behavior calls, technological needs, and teacher lesson planning.</li> </ul>	Department Chair Persons	All Staff	Monthly	<ul style="list-style-type: none"> <li>• Increase in student FSA scores.</li> <li>• Increase in student achievement</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			<i>student FSA proficiency</i>					
7.	PBIS Team	All Priorities	To provide a safe, healthy, and secure learning environment.	Pinellas Secondary School’s school-wide values are respect, responsibility, and civility creating a safe environment for students and staff. We deliver this theme consistently throughout our entire school using career and character development. Our students strive to live within these boundaries and become more confident, build inner strength, and make better decisions. School-wide expectations are reinforced on a daily basis between staff and students. School leadership meets at the end of each day to review student discipline and monitor equitable interventions.	Behavior Spec. Admin	All Staff	Daily	<ul style="list-style-type: none"> <li>• Decrease the number of safety concerns throughout the school year.</li> <li>• Improve the efficiency of school safety procedures.</li> </ul>
8.	Family Engagement Team	All Priorities	To increase parent involvement and awareness	<ul style="list-style-type: none"> <li>• Parent Meetings,</li> <li>• ConnectED</li> <li>• New Letters</li> <li>• Intake</li> <li>• Conferences</li> </ul>	Admin Behavior Spec Social Worker	All Staff/Parents	On-Going	<ul style="list-style-type: none"> <li>• Increase the number of parents that attend parent night and open house.</li> <li>• Increase the number of parents completing Surveys throughout the year</li> </ul>



## 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 2143 referrals received by 353 students. We expect our performance level to be improved through a 30% reduction of the discipline referrals by the end of 2018 2019 school year.
2. The problem/gap in behavior performance is occurring because limited connection of students to the school community. If the ability to send students to tele-school who continue to create an unsafe environment would occur, the problem would be reduced by 75%, as evidenced by the Roaring Back Rubric. *(include data to validate your hypothesis.)*
3. If fidelity in the implementation of restorative practices would occur, the problem would be reduced by the creation of a positive school climate as evidenced by restorative research from IIRP.
4. We will analyze and review our data for effective implementation of our strategies by meeting weekly to analyze data, identify progress and areas in need of improvement.

**5. SMART GOAL:**

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral rate per capita of all students receiving referrals will decrease from 3.73 to 2.6, as measured by the end of the year ODR data from the School Profile Dashboard

**6. STRATEGIES:**

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	Mrs. Quaglieri/Ms. Johnson/Admin/Guidance	Whenever Training is available.
Ensure at least one staff member attend and becomes is a certified Trainer of RP	Mrs. Quaglieri/Ms. Johnson/Admin/Guidance	1 <sup>st</sup> Tuesday of each month after the initial 9 weeks will be on restorative approaches.

<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	Mrs. Quaglieri/Ms. Johnson/Admin/Guidance	1 <sup>st</sup> Wednesday of each month after the initial 9 weeks will be used for development.
<i>Conduct learning opportunities.</i>	All Teachers/Admin/Guidance	Any Thursday before students arrive will be available for teacher led learning opportunities.
<i>Monitor and support staff for implementation with fidelity.</i>	Mrs. Quaglieri/Ms. Johnson/Admin/Guidance	2 <sup>nd</sup> Tuesday of each month will be used to monitor and support staff implementation with fidelity.
<i>Review student and teacher data for trends and next steps.</i>	BS's/Admin/Guidance/Social Worker	Once a month data will be reviewed.
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	Admin	3 <sup>rd</sup> Wednesday of each month will be used for monthly celebrating growth.
<i>Increase positive approaches to student behavior as opposed to punitive.</i>	Admin/Guidance/All Staff	1 <sup>st</sup> Monday of the month will be used to discuss student behavior.
<i>Incorporating the 4 A's into teaching Bell to Bell</i>	All staff/Admin	Each month we will hold a teacher led training to showcase what bell to bell instructions look like.

### 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
• Marzano Essentials	30	<input checked="" type="checkbox"/> Priority 1, 2, 3
• Restorative Practice	35	<input checked="" type="checkbox"/> Priority 1, 2, 3
• Equity and Excellence	20	<input checked="" type="checkbox"/> Priority 1, 2, 3
• Classroom Management – why is it important?	35	<input checked="" type="checkbox"/> Priority 1, 2, 3
• Setting Boundaries/ Limits; Incorporating the 4 A's into your teaching bell to bell	60	<input checked="" type="checkbox"/> Priority 1, 2, 3



## B. Conditions for Learning: Attendance

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

1. Our current attendance rate is 49%. We expect our performance level to be 85% by May 2019.
2. The problem/gap in attendance is occurring because student are pulled into FOCUS and tracked before they enroll.
3. If student where not pulled into FOCUS before they were enrolled, the problem would be reduced by 36%.
4. We will analyze and review our data for effective implementation of our strategies by implementing reward systems for attendance.

### 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 88% to 50%, as measured by school profiles data.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- 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.	Social Worker/Child Study Team	Monthly Child Study Meetings
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker/Child Study Team	Monthly Child Study Meetings
Develop and implement attendance incentive programs and competitions.	Social Worker/Child Study Team	Monthly Child Study Meetings
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Social Worker/Child Study Team	Monthly Child Study Meetings
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social Worker/Child Study Team	Monthly Child Study Meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social Worker/Child Study Team	Monthly Child Study Meetings
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Social Worker/Child Study Team	Monthly Child Study Meetings

### 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
<ul style="list-style-type: none"> <li>• Child Study Training</li> </ul>	Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Academic Goals

### *Instructions*

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

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

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

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

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

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

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

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



**A. ELA/Reading Goal**

**DATA SOURCES TO REVIEW:** FSA, walk-through observations, formative assessments, PLC and Collaborative Planning documents

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

1. Our current level of performance is 77%, as evidenced in Spring 2018 FSA ELA.
2. We expect our performance level to be 89% by Spring 2019 FSA ELA.
3. The problem/gap is occurring because learning targets and tasks are not providing students with the opportunity to own their learning and meet the full depth/rigor of the standards..
4. If more student-centered thinking/learning would occur, the problem would be reduced and student performance would increase by 12% points.

**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 77% to 89%, as measured by Spring 2019 FSA ELA.

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

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

**7. ACTION STEPS:** *(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?
ELA and reading teacher receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.	ELA department chair and lead reading teacher; AP over ELA/Reading (with support from staff developer and content specialists)	Ongoing (See PD calendars for training options/dates/locations)
Teachers meet in PLCs at least once per month to review student work in order to effectively implement remediation through text-dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex texts.	ELA department chair and lead reading teacher; AP over ELA/Reading (with support from staff developer and content specialists)	Monthly
Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction.	ELA department chair and lead reading teacher; AP over ELA/Reading (with support from staff developer and content specialists)	Monthly

- 8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement 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	Priority Alignment
See PD menus for ELA and Reading	ELA and reading teachers AP over ELA/Reading	<input checked="" type="checkbox"/> Priority 1, 2, 3



**B. Mathematics Goal**

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

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

1. Our current level of performance is 54%, as evidenced in our school mathematics learning gains on FSA Mathematics End of Course Assessments. In the classrooms, we are seeing some positive shifts of high impact instructional practices in walk-throughs of FSA EOC courses..
2. We expect our performance level to be 64% by the conclusion of the 2018-19 school year..
3. The problem/gap is occurring because there has been insufficient emphasis on engaging students in complex tasks that are aligned to the state standards and state test item specifications.
4. If school-level administrative monitoring and feedback to teachers on their practices of intentionally planning in course specific Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning support strategies would occur, the problem would be reduced and student learning gains would increase by students with learning gains would increase by 10% points..
5. **SMART GOALS:** The percent of all students achieving mathematics learning gains will increase from 54% to 64%, as measured by FSA Mathematics End of Course Examinations.

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 mathematics learning gains will increase from 54% to 64%, as measured by FSA Mathematics End of Course Examinations.

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

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

**7. ACTION STEPS:** *(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 intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID’s WICOR learning support strategies.	School Administrator assigned to support the Mathematics Department and Mathematics Department	Weekly
Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting	School Administrator assigned to support the Mathematics Department and Mathematics Department	Monthly



Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials.	School Administrator assigned to support the Mathematics Department	Daily
Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next steps.	School Administrator assigned to support the Mathematics Department	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
Mathematics teachers and school-level administration will be active participants in monthly facilitated planning sessions offered by the High School Mathematics Specialist that are focused on the comprehension of the Florida mathematics standards and implementation of high-yield learning strategies to differentiate instruction and enhance achievement.	All Mathematics Teachers, including those ESE Teachers who support mathematics classrooms School Administrator assigned to support the Mathematics Department	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Mathematics teachers and school-level administration will actively participate in weekly course-specific PLCs with a strong emphasis to be placed on planning for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning support strategies, and formative strategies (that extend beyond traditional tests and quizzes).	All Mathematics Teachers, including those ESE Teachers who support mathematics classrooms School Administrator assigned to support the Mathematics Department	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. Science Goal**

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

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

1. Our current level of performance is 55% proficient, as evidenced in 17-18 Biology EOC In science classrooms, we are seeing a low level of rigor in tasks students are being asked to perform.
2. We expect our performance level to be 65% proficient by May 2019.
3. The problem/gap is occurring because grade 10 Biology rigor is low and grades 9 and 10 Biology classrooms are teacher centered..
4. If grade 10 rigor increased and grades 9 and 10 shift towards student-centered instruction would occur, the problem would be reduced and student achievement would increase by 10% points.

**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 Biology proficiency will increase from 55% to 65%, as measured by Biology EOC.

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

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

**7. ACTION STEPS:** *(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 intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to science standards and incorporate AVID’s WICOR learning support strategies.	Teachers	Common Planning on first and third Thursdays of the month
Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.	Teachers	Daily instruction
Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials.	Administrators	Each teacher will be observed monthly and weekly lesson plans will be reviewed each week.
Teachers engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediating based on needs identified through progress monitoring assessments.	Teachers	Fall and Spring District Wide Training and 9-12 Science District PLCs
Teachers plan for and incorporate specific local flora, fauna, topographic and geographic features and phenomena as the context for the standards-aligned instruction.	Teachers	Daily instruction





Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR and culturally responsive instructional practices	Administrators	Strategy walks/ demonstration days will replace 2 Science Department PLCs in Semester 1 and 2 Science Department PLCs in Semester 2
Teachers attend professional development on the use of progress monitoring and teacher generated data to plan interventions, monitor and celebrate learning gains of individual students.	Teachers	Ongoing AAR/Unify Trainings, Fall and Spring District Wide Training and 9-12 Science District PLCs
Teachers use student data when planning small group instruction and station rotations.	Teachers	Data-driven small group instruction and station rotations occur at least once per unit. Teachers collaboratively plan during common planning.
Administrators monitor and support the use of data as teachers develop lessons and plan for small group instruction and station rotations.	Administrators	Attend teacher collaborative planning and observe data driven small group instruction and station rotations as they occur once per unit.

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement 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
Using Data to Intentionally Plan and Differentiate Lessons with Complex Tasks	All Science Faculty	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Literacy in the Content Area	All Science Faculty	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Assessing Students to Monitor for Learning	All Science Faculty	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**D. Social Studies Goal**

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

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

1. Our current level of performance is 60% 3 and above in US History, as evidenced in the results from the NGSSS US History End-of-Course Exam. In the classrooms, we are seeing some positive shifts in the implementation of high impact instructional practices evident in the cycle assessment results used for progress monitoring throughout the school year.
2. We expect our performance level to be 70% 3 and above by the end of the 2018-2019 school year based on the results from the Spring administration of the US History EOC.
3. The problem/gap is occurring because the use of high impact strategies, high quality resources, and a focus on standards based instruction are being implemented in pockets throughout units and the year..
4. If school-level administrative monitoring and feedback to teachers on their practices of intentionally planning in course specific Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning support strategies would occur, the problem would be reduced and student learning gains would increase by 10% points.

**5. SMART GOALS:**

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

The percent of all students achieving US History proficiency will increase from 60% 3 and above to 70% 3 and above, as measured by State of Florida US History End-of-Course Exam.

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

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

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



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

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement 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
See PLC Menu for Social Studies for school based sessions that can be brought to a social studies team	Social Studies Teachers; AP over social studies	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW: Future plans assessment.**

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

1. Our current level of performance is 80% proficiency, as evidenced in Future Plans and Healthy Schools.
2. We expect our performance level to be 90% by Spring 2019.
3. The problem/gap is occurring because constant ever changing population.
4. If 11<sup>th</sup> and 12<sup>th</sup> grade students were introduced to Secondary Education earlier in their high school careers, the graduation and success rate of these students would increase.

**5. SMART GOALS:**

EXAMPLE: The number of Healthier Generation Assessment modules completed for national recognition will increase from 4 to 6.

The number of Healthier Generation Assessment modules completed for national will increase from 5 to 6. The total number of 11<sup>th</sup> Grade and 12<sup>TH</sup> Grade students participating in Future Plans will in increase from 45% to 65% participation.

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

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

**7. ACTION STEPS: (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?
By April 1, 2019, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition	Mrs. Dallas/Coach Orr	On-going
By the end of Semester 2 2018 2019 11 <sup>th</sup> and 12 <sup>th</sup> grade students will have participated in multiple future plans testing and will have developed a path towards their next steps. Either in a tradition college track or some form of secondary study.	Mrs. Dallas/Coach Orr	On-going

**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
See PLC Menu for Future Plans and Healthy Schools for school based sessions that can be brought to a Healthy Schools team.	Healthy Schools Team Admin Department Chair persons	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW: NA**

**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 **Click or tap here to enter text.** by **Click or tap here to enter text.**
3. The problem/gap is occurring because **Click or tap here to enter text.**
4. If **Click or tap here to enter text.** would occur, the problem would be reduced by **Click or tap here to enter text.**

**5. SMART GOALS:**

EXAMPLE: The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 89%, as measured by course completion and industry certification data.

The **Choose an item.** of **Choose an item.** students **Click or tap here to enter text.** will Choose an item. from **Click or tap here to enter text.** to **Click or tap here to enter text.**, as measured by **Click or tap here to enter text.**

**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?
Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS)	All Staff	On-going
Strengthen stakeholders' understanding of purpose and value of the SAT Suite of Assessments and resulting data	All Staff	On-going
Strengthen teacher implementation of rigorous instructional practices.	All Staff	On-going

**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
		<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



## Academic Goals



**H. Graduation 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 **Click or tap here to enter text.** by **Click or tap here to enter text.**
3. The problem/gap is occurring because **Click or tap here to enter text.**
4. If **Click or tap here to enter text.** would occur, the problem would be reduced by **Click or tap here to enter text.**

**5. SMART GOALS:**

EXAMPLE: The percent of all students graduating on-time with their cohort will increase from 85% to 88%, as measured by FLDOE final graduation file.

The **Choose an item.** of **Choose an item.** students **Click or tap here to enter text.** will Choose an item. from **Click or tap here to enter text.** to **Click or tap here to enter text.**, as measured by **Click or tap here to enter text.**

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

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

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

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

**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
		<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



## Subgroups

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

#### DATA SOURCES TO REVIEW:

#### REFLECTION:

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 [Click or tap here to enter text.](#) by [Click or tap here to enter text.](#)
3. The problem/gap is occurring because [Click or tap here to enter text.](#)
4. If [Click or tap here to enter text.](#) would occur, the problem would be reduced by [Click or tap here to enter text.](#)

#### 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 [Choose an item.](#) of [Choose an item.](#) students [Click or tap here to enter text.](#) will Choose an item. from [Click or tap here to enter text.](#) to [Click or tap here to enter text.](#), as measured by [Click or tap here to enter text.](#)

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 type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
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





## Subgroup Goals

**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?
Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.	All Staff	On-going

**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
		<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



**B. ESE (Optional, based on school data)**

**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 Click or tap here to enter text. by Click or tap here to enter text.
3. The problem/gap is occurring because Click or tap here to enter text.
4. If Click or tap here to enter text. would occur, the problem would be reduced by Click or tap here to enter text.

**5. SMART GOALS:**

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

The Choose an item. of Choose an item. students Click or tap here to enter text. will Choose an item. from Click or tap here to enter text. to Click or tap here to enter text., as measured by Click or tap here to enter text.

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.)*

- Choose Strategy
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
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).	All Staff	On-going
Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs	All Staff	On-going

**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
		<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



## Subgroup Goals

		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
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C. ELL (Optional, based on school data)

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

REFLECTION (4 Step Problem-Solving):

- 1. Our current level of performance is 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 Click or tap here to enter text. by Click or tap here to enter text.
3. The problem/gap is occurring because Click or tap here to enter text.
4. If Click or tap here to enter text. would occur, the problem would be reduced by Click or tap here to enter text.

5. SMART GOALS:

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

The Choose an item. of Choose an item. students Click or tap here to enter text. will Choose an item. from Click or tap here to enter text. to Click or tap here to enter text., as measured by Click or tap here to enter text..

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

- Choose Strategy
Choose Strategy

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

Table with 3 columns: WHAT (are you doing to implement these strategies?), WHO (is leading this step?), WHEN (is it occurring?).

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.)

Table with 3 columns: Professional Learning Description, Participants (number and job titles), Priority Alignment (Priority 1, 2, 3).



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards).</li> <li>Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc.</li> <li>Parent/family meetings/webinars to communicate school and classroom processes</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>On-Going</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher.</li> <li>Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home.</li> <li>Provide families/parents with academic tools/ resources on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>On-Going</li> </ul>
3. Encourage Professional training	<ul style="list-style-type: none"> <li>Collaborating Success, High Impact Classroom, Family Friendly Training, Dual Capacity Training for Engagement Teams</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Coordinator/All Staff</li> </ul>	<ul style="list-style-type: none"> <li>On-Going</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Develop and implement activities to build respect and trust between home and school</li> <li>Conduct home visit to increase relationships between teacher and family/parent</li> <li>Increase positive interaction with</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>On-Going</li> </ul>



	parents/families on a regular basis. • Utilize focus groups to gather parents and family input for development of school improvement.		
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**5. MONITORING:**

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

**6. PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Equity in Education	Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Drop Out Prevention Conferences	School Based Leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Sharon	Fahey	Other	Choose an item.
Darren	Hammond	Black	Choose an item.
Etje	Ramdohr	White	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.

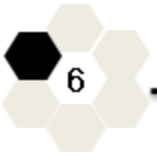
## SAC COMPLIANCE

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):

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>
	CTEA Field Trip	100
	[Describe each support on a separate row]	[Insert Amount]
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ [Insert amount for category]</b>
	[Describe each support on a separate row]	[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>
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4.</b>	<b>Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5.</b>	<b>Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)</b>	<b>\$ [Insert amount for category]</b>
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
<b>6.</b>	<b>Other (<i>please list below</i>)</b>	<b>\$ [Insert amount for category]</b>
	[Describe each on a separate row]	[Insert Amount]





# Budget and Other Requirements

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