



School Improvement Plan SY 2018-19

PALM HARBOR MIDDLE 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

Principal:	Melissa Athanson	SAC Chair:	Michelle Lampert
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School Vision	The vision of Palm Harbor Middle is 100% student success.
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School Mission	Our mission is to 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
1304	40	26	180	45	1011	2

School Grade	2018 A	2017 B	2016 B	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	62	60	68	65	62	60	76	75	80	71		
Learning Gains All	54	52	58	57								
Learning Gains L25%	46	45	53	48								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Melissa	Athanson	FT	1-3 years
AP/Equity Champion	Julius	Wynn	FT	11-20 years
Assistant Principal	Don	Comeau	FT	11-20 years
Assistant Principal	Michelle	Lampert	FT	11-20 years
ELL/Counselor	Liza	Vogus	FT	1-3 years
CST/Counselor	Christine	Everett	FT	4-10 years
MTSS/Counselor	Gary	Greene	FT	Less than 1 year
Behavior Specialist	Tara	Bossert	FT	4-10 years
ESE/VE Liason	Kristyn	Parrinello	FT	4-10 years
Total Instructional Staff:	69		Total Support Staff:	24



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: Standard Based Planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , through purposeful planning and infusing writing strategies across all curriculums, then the percent of all students demonstrating proficiency on the FSA writing assessments and ELA FSA will increase from 62% to 68% by May 2019.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students demonstrating proficiency in ELA and making learning gains will increase from 49% to 55%, as measured by ELA FSA learning gains data.

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 number of all students receiving office referrals will decrease from 1301 to 1174 as measured by School Profiles, and using restorative practices.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	Priority 1	Ensure instructional implementation of standards throughout all content areas; Monitor SWBP implementation, PBIS and Discipline trends throughout the school. Analyze and evaluate trend data.	<ul style="list-style-type: none"> Walk through data, ISM feedback School Profile – attendance, discipline & academic data Data analysis using EOC, FSA, RI, PSAT, PM scores 	Principal	Assistant Principals, Counselors, VE Liaison, SRO, HPO	Monthly	<ul style="list-style-type: none"> Walk through observations Common assessments conducted and reviewed Writing across the curriculum Review grade level referrals and report to SBLT
2.	Tier 3 Problem-solving Team	Priority 3	To evaluate individual needs and support our learners	<ul style="list-style-type: none"> Daily progress monitoring Tutoring/ELP 	Administrative team and counselors	Administrator, counselors, social worker, VE specialist,	2nd/4th Wednesday	<ul style="list-style-type: none"> Minutes from meetings Plans put into place for individuals



	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
			behaviorally and academically	<ul style="list-style-type: none"> Individual success plans Check in/out PSW Academic evaluation Referrals to EAS 		behavior specialists		<ul style="list-style-type: none"> Completed PSWs Completed referrals to EAS
3.	Equity Team	Priority 3	To ensure all students are provided with opportunities with advancement academically/behaviorally	<ul style="list-style-type: none"> Through discipline and PBIS committees AVID Advanced course offerings/placement 	Administrators, counselors, Discipline and PBIS committee, AVID team	Administrators, counselors, Discipline and PBIS committee, AVID team	1 st Wed	<ul style="list-style-type: none"> Minutes from meetings for AVID team, PBIS, discipline committees
4.	Child Study Team	Priority 3	District requirement; we track students who are chronically absent/tardy	<ul style="list-style-type: none"> Complete notes on o365 and meet as team to problem solve Pull data from Focus on students at risk 3/5/10 day letters to parents 	Counselors	Counselors, attendance specialist, DMT, VE specialist, administrator, social worker	2nd/4th Tuesday	<ul style="list-style-type: none"> Minutes from bi-monthly meeting Letters home
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>)	Priority 1	GL- to discuss processes and individual students Subject area-discuss current	<ul style="list-style-type: none"> GL-led by administrators ; give handouts and 	GL-administrators	-All grade level teachers	4 th Tuesday	<ul style="list-style-type: none"> Minutes of meeting Attendance sheet



	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
			topics and standards	discussions ensue <ul style="list-style-type: none"> • Subj-led by department managers with handouts 	Subj: department managers	Subject: all subject area teachers		
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Priority 1	Review literacy goals and how to implement, as aligned to the SIP-Discuss referendum funds	<ul style="list-style-type: none"> • Create agenda • Discuss SIP • Make decisions on spending 	Dawn Sheehy	Principal, reading dept head, media specialist, Cyndi Johnson, David Mapp, Marianne Anderson, Susan Joyce	4 th Friday in Aug, Oct, Jan, March	<ul style="list-style-type: none"> • Minutes of meeting
7.	PBIS Team	Priority 3	To increase opportunities for student and staff recognition	<ul style="list-style-type: none"> • Staff recommendations • Recognize students for behavior • Secure funds for expenditures • Seek donations from community 	Discipline committee	Julius Wynn, Diamond Sadlowski, Lori Serpa, Jenna Jenkins	4th Wednesday	<ul style="list-style-type: none"> • Minutes of meeting • Input received from staff for recommendations • Printed honor roll certificates
8.	Family Engagement	All Priorities	To increase parental involvement	<ul style="list-style-type: none"> • Through parent nights and PTA general sessions 	PTA, School Administrators and counselors	Staff, Parents, PTA	3 times a year	<ul style="list-style-type: none"> • Parent sign in sheets



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 1301 referrals for 1392 students. We expect our performance level to be 10% lower with 1173 referrals by May 2019 as indicated by School Profiles.
2. The problem/gap in behavior performance is occurring because teachers are not implementing appropriate restorative practices prior to writing office referrals.
3. If restorative practices would occur, the problem would be reduced by 10% or more, as evidenced by School Profiles *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by monthly with the discipline committee and bi-monthly with the MTSS team.

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 risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 21% to 17%, 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.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.

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"> • Lori Serpa • Melissa Athanson • Debbie Porter • Tara Bossert 	<ul style="list-style-type: none"> • July 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP and will implement program with fidelity during pre-school.</i>	<ul style="list-style-type: none"> • Lori Serpa 	<ul style="list-style-type: none"> • August 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Melissa Athanson • Lori Serpa • Tara Bossert • Debbie Porter 	<ul style="list-style-type: none"> • July 2018



<i>Create lesson plans that infuse how to use circle effectively within a classroom content area during the first two weeks of school</i>	<ul style="list-style-type: none"> RP Team 	<ul style="list-style-type: none"> August 2018
<i>RP team will conduct PD sessions moving away from punitive approaches</i>	<ul style="list-style-type: none"> RP Team 	<ul style="list-style-type: none"> Ongoing
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> All administrators 	<ul style="list-style-type: none"> Ongoing
Provide opportunities for teachers to receive training on how to create and align their DPP to the SIP and RP program	<ul style="list-style-type: none"> RP Team 	<ul style="list-style-type: none"> Ongoing
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> RP Team SBLT 	<ul style="list-style-type: none"> Ongoing

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice/Approaches training for all staff	All instructional and instructional staff Approximately 70 participants	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Champions	All instructional and instructional staff Approximately 70 participants	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Peer Mediation/Conflict Resolution	6 students 1 sponsor	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Learning in a Safe Environment	4 administrators	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ECET 2	1 administrator 3 teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 94%. We expect our performance level to be 97% by May 2019.
2. The problem/gap in attendance is occurring because this last school year we saw a rise in absenteeism following Hurricane Irma, which was compounded by a serious outbreak of flu. However, in the past, our attendance was above 95%.
3. If continuous parent contact would occur, the problem would be reduced by at least 3 %.
4. We will analyze and review our data for effective implementation of our strategies by meeting with the CST and MTSS teams and follow through with PDSA with individual students.

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 with 10% +absences will decrease from 17 to 12%, as measured by Average Daily Attendance on Focus.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Choose Attendance Strategy
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Christine Everett	August 2018
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	CST Team	Ongoing
<i>Develop and implement attendance incentive programs and competitions.</i>	Discipline Committee	Ongoing
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Counselors	Ongoing
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	CST Team	Ongoing
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST Team	Ongoing
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Stephanie Fletcher	Ongoing

8. MONITORING:

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



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attendance specialist updates	Attendance specialists, counselors, social worker, DMT, VE Specialist, behavior specialist and administrators	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Attendance school wide strategies	Instructional staff and office clerks. Teachers and staff receive PD on the importance of taking accurate attendance and the process to report students to CST & MTSS when concerns regarding attendance occur.	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input 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 is it occurring.

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 62% proficiency, as evidenced in the May, 2018 FSA.
2. We expect our performance level to be 67% proficiency by May 2019 on the FSA.
3. The problem/gap is occurring because the lack of text based writing, information text, integration of knowledge and ideas.
4. If we incorporate writing strategies across the curriculum it will provide students with daily opportunities to master those standards, resulting in students increasing their proficiency on the ELA FSA assessment.

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 reaching proficiency will increase from 62% to 67%, as measured by FSA in May 2019.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Administrators will attend PLCs (grade level, subject areas, team meetings)	Administrators	Ongoing
Lesson plan reviews and classroom observations to determine alignment with standards	Administrators	Ongoing
Provide professional development in focus note taking, writing across the curriculum and graphic organizers	AVID team	Ongoing
Teachers will incorporate writing into all academic areas (DBQs, quick writes, journaling, exit tickets, bell work assignments)	All teachers	Ongoing
Provide ELP/enrichment time for all students, especially those who are the L25	Michelle Lampert	Ongoing
Review of data from Reading Inventory, Write Score, PSAT and FSA	All ELA/Reading teachers	Ongoing
Review placement of students into intensive reading courses	All ELA/Reading teachers and counselors	Aug/Sep 2018

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
PLC meetings for all content areas that discuss strategies	All instructional staff and administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Focus note taking	All teachers, District AVID coordinator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Writing strategies (integration of knowledge, text based writing and key ideas and details)	All teachers, administrators and District Content Team (ELA, Reading)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data Champion Training	1 reading teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Planning and instruction in middle school	1 reading teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Curriculum Study Hall	1 reading teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Read 180 Best Practices and Technology	1 reading teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Path Training	2 ELA/reading teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 68% proficiency, as evidenced in FSA mathematics tests.
2. We expect our performance level to be 73% by May 2019.
3. Teachers report a deficit in knowledge and retrieval of foundational skills (i.e., multiplication, fractions, etc)
4. If we allocate time to disaggregate data and find the areas of deficiencies, provide necessary remediation and reteach these foundational areas, then students will be better prepared to master new content with the necessary skills .

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 meeting proficiency will increase from 68% to 73%, as measured by FSA in May 2019.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Administrators will attend PLCs (grade level, subject areas, team meetings)	Administrators	Ongoing
Lesson plan reviews and classroom observations to determine alignment with standards	Administrators	Ongoing
Provide professional development in focus note taking, writing across the curriculum and graphic organizers	AVID Team	Ongoing
Teachers will incorporate scaffolding and differentiation into lessons to ensure learning is taking place and meeting the needs of all students	Teachers	Ongoing
Provide ELP/enrichment time for all students, especially those who are the L25	Michelle Lampert	Ongoing
Review placement of students into correct mathematics courses	Counselors	August 2018
Data analysis of assessments to determine strengths and areas for remediation in all courses	Teachers	Ongoing

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings for content areas that discuss strategies for improvement and practices	10 mathematics teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Focus note taking	All Teachers	<input checked="" type="checkbox"/> Priority 1



Academic Goals

		<input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Facilitated planning	1 math teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equitable Grading practices	3 math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Foundations: Homework-Online	1 math teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Path Training	3 math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Innovation through Personalization Conference	1 math teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data driven instruction	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 61%, as evidenced in FCAT Science in April 2018.
2. We expect our performance level to be 66% by May 2019.
3. The problem/gap is occurring because of lack of reading comprehension and higher order questioning incorporated into daily lessons.
4. If exposure to higher order thinking style questions occurred on a daily basis, students would be better prepared to answer these questions resulting in higher achievement on the FCAT.

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 science proficiency will increase from 61% to 66%, as measured by the FCAT in May 2019.

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.
- 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?
DWT on new curriculum and textbooks, Just in Time trainings	DWT / administration	Ongoing
Providing technology to students/staff	Dawn Sheehy	daily
Lesson plan reviews and classroom observations to determine alignment with standards	Administrators	weekly
Teachers will have opportunities for collaborative planning	Science Teachers	weekly
Teachers will incorporate scaffolding and differentiation into lessons to ensure learning is taking place and meeting the needs of all students	Science Teachers	Monthly through PLC's
Provide professional development in focus note taking, writing across the curriculum and graphic organizers	AVID Team	Monthly PLC's
Provide ELP opportunities for struggling students	Michelle Lampert	Second Semester
Teachers will receive training on new textbook and resources	DWT / administration	Ongoing
Teachers will incorporate higher order thinking questions daily into their lessons	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
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Academic Goals

Higher order questions	9 science teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Department PLC's	9 Science Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Path Training	2 science teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Focused Note Taking	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 76% proficiency, as evidenced in the Civics EOC.
2. We expect our performance level to be 81% by May 2019, as seen on the Civics EOC.
3. The problem/gap is occurring because of the lack of rigor within lessons.
4. If more rigorous instruction would occur, the problem would be reduced by 15% of the students not passing the Civics EOC.

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 that are proficient in Civics will increase from 76% to 81%, as measured by the Civics EOC.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
DWT on new curriculum and textbooks	District Personnel	July 2018
Providing technology to students/staff	Dawn Sheehy	August 2018 and as needed
Lesson plan reviews and classroom observations to determine alignment with standards	Administrators	Ongoing
Incorporate 2 or more DBQs into all social studies classes	Teachers	At least once per semester
Teachers will incorporate scaffolding and differentiation into lessons to ensure learning is taking place and meeting the needs of all students	Teachers	Ongoing
Provide ELP opportunities for struggling students	Michelle Lampert	Ongoing
Provide professional development in focus note taking, writing across the curriculum and graphic organizers	AVID team	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings for content areas that discuss strategies for improvement and practices	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

MS Social Studies Just in Time Standards Based Instruction: Mini lesson: historical thinking skills application and assessment	1 teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MS Social Studies Just in Time Standards Based Instruction: TCI resources to teach US History	1 teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MS Social Studies Just in Time Standards Based Instruction: McGraw Hill Materials for Civics	1 teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MS Social Studies Just in Time Standards Based Instruction: Collaborative planning with McGraw Hill	1 teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Path Training	2 teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Focused Note taking	2 teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equitable Grading Practices	All teachers	<input checked="" type="checkbox"/> Priority 1 <input 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 bronze level recognition, as evidenced in the Alliance for Healthier Generation.
2. We expect our performance level to be a bronze level by May 2019.
3. The problem/gap is occurring because lack of interest/time to achieve a higher goal status.
4. If more participation in the program would occur, the problem would be reduced by completing the various modules to succeed.

5. SMART GOALS:

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

Our school will be eligible in 4 out of 6 modules for bronze recognition by April 2019, as evidenced by the Alliance for a Healthier Generation’s healthy School Program Assessment.

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?
Review all assessment items to determine the most feasible items to improve in one module to achieve recognition level	Debbie Porter	Ongoing
Complete at least 5 of the 6 modules to become eligible for the national bronze recognition for the Healthy School Program	Debbie Porter	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Summer Academy	1 Health Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Health Curriculum Writing	1 Health Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Our school cafeteria will work with our Gardening Club to promote healthy living choices through education and choices offered in our cafeteria.	Gardening club, Cafeteria Manager	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 100% of 8th graders completed College Board and career readiness training, as evidenced in the number of Khan Academy Accounts.
2. We expect our performance level to be 100% by May 2019.
3. The problem/gap is occurring because of absences of student.
4. If 100% attendance would occur, the problem would be reduced by less than one percent.

5. SMART GOALS:

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

The percent of all students completing the College Board and Career Readiness training will increase from 99.9% to 100%, as measured by Khan Academy data culminated in May 2019.

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

- Strengthen stakeholders' understanding of purpose and value of the SAT Suite of Assessments and resulting data.
- 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?
Provide all 8 th grade students the opportunity to take the PSAT	Michelle Lampert	October 2018
Provide access to all 8 th grade students to the College Board and Khan Academy for future practice to prepare for the PSAT and SAT	Christine Everett, District staff	January 2019
Counselors will visit classrooms to promote career profiles	Christine Everett	January 2019
Increase College and Career Awareness through the Great American Teach-In	Ed Shay	November 2018

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
DWT for administering PSAT and Khan Academy	1 Assistant Principal 1 Tech/Media Specialist	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DWT for counselors for career cruising	3 counselor	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 216 students being proficient , as evidenced in industry certifications as of May 2018.
2. We expect our performance level to be 230 by May 2019.
3. The problem/gap is occurring because lack of sections offered to students in previous years.
4. If we increase additional computer courses would occur, the problem would be reduced by providing students with greater opportunity to take industry certification exams.

5. SMART GOALS:

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

The number of all students becoming industry certified will increase from 216 to 250, as measured by the Microsoft certifications tests by May 2019.

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?
Teachers will attend district wide training throughout the year	O'Connell, Shay and Tauchnitz	Ongoing
PLC meetings to discuss strategies, progress monitoring and enhance technology understanding	Various county personnel	Ongoing
Ensure increased enrollment into six new sections of CAB4	Counselors	August 2018, Jan 2019
Provide ELP time for those in need of extra support to pass certification exams	Jen Tauchnitz	Ongoing
Counselors will go into the grade level classes and share information regarding classes offered, with an emphasis in the ability to earn certification in Microsoft Suite.	Counselors	Spring 2019
A system for tracking student progress on certifications will be implemented	Teachers of Business Ed	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
DWT on various technological advances	3 Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2



Academic Goals

		<input type="checkbox"/> Priority 3
Monthly PLCS on enhanced technological knowledge	All staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Course Development for MS Coding	1 Computer teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Digital Classroom	1 computer teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Instructional technology reboot	1 computer teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID Path Training	2 science/AVID teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 98% of our overall student population is promoted, as evidenced in retention status.
2. We expect our performance level to be 100% promotion by May 2019.
3. The problem/gap is occurring because lack of attendance in ELP and summer bridge.
4. If greater participation in ELP and credit recovery would occur, the problem would be reduced by 2%.

5. SMART GOALS:

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

The percent of all students being promoted with their cohort will increase from 98% to 100%, as measured by retention status information on focus.

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

- Intensify focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.
- Strengthen staff ability to engage students for on-track promotion throughout middle school.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Identifying and tracking students early in the year who are struggling with passing core content classes	Grade level administrators	Bi-weekly
Providing opportunities daily for tutoring through ELP	Teachers, ELP administrator	daily
Offering alternative choices such as Clearwater Intermediate to students who are struggling	Counselors	quarterly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
How to use data to differentiate instruction.	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practice	All teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Positive Behavior Supports	All Teachers	<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:

1. Our current level of performance is 15% proficient, as evidenced in ELA and Mathematics.
2. We expect our performance level to be 50%+ by May 2019.
3. The problem/gap is occurring because lack of rigor, lack of attendance to ELP/enrichment activities and lack of tracking / providing mentors.
4. If rigor and enrichment would occur, the problem would be reduced by 10% or more.

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 that are proficient in ELA and mathematics will increase from 15% to 50%, as measured by the FSA in May 2019.

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	<ul style="list-style-type: none"> •
Student Achievement	<input checked="" type="checkbox"/> Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT). <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase number of black students who are participating in the SAT in the Spring 2019 •
Advanced Coursework	<input checked="" type="checkbox"/> Ensure that all black students who have the potential to succeed in an advanced classes are scheduled into an appropriate course and provided supports. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase number of black students successfully completed advanced classes as measured in Focus • Increase number of black students enrolled in AVID and ELP for supports
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	<ul style="list-style-type: none"> • Decrease in disciplinary infractions of black students as measured by Focus • Increase positive interactions between staff members and students
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Decrease in MTSS referrals for black student • Increase supports through behavioral specialists, social worker and school psychologist



Subgroup Goals

Minority Hiring	<input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increased positive school climate amongst all staff as measured by AdvancEd
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7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will differential instruction for African American student and put positive behaviors in places while ensuring rigor and culturally responsive instruction takes place in 100% of classrooms	Administrators	Ongoing
Restorative practices will be used by teachers and administrators to ensure African American students are provided equitable opportunities to succeed	Administrators/Lori Serpa	Ongoing
ELP will be encouraged for struggling African American students	Administrators	Ongoing
Administrations and teacher will provide and encourage African American students to attend a variety of enrichment activities including STEM and Multicultural Club	Administrators, teachers	Ongoing
Teachers will use materials (books, resources, and technology that are culturally responsible, emphasizing collaborative structures and student centered conversations	Teachers	Ongoing
Continuously monitor the percentage of African American students enrolled in AVID and advanced level rigorous courses. AVID teachers will provide outreach for struggling African American students to monitor their success.	Teachers, administrators, counselors	Ongoing
Mentors will be assigned to those AA students that are at highest risk, through 5000 Role Models	Julius Wynn	August 2018

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
Mentor professional development	Mentor teachers, volunteers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs for teachers to share effective and rigorous activities that are culturally relevant to and inclusive for all students	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Implementing equitable practices	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cultural Response Training	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 17% of ESE students are proficient in ELA and Mathematics, as evidenced in the FSA tests in May 2018.
2. We expect our performance level to be 40% of students to be proficient in ELA and mathematics by May 2019 on the FSA tests.
3. The problem/gap is occurring because the lack of basic reading skills, comprehension and writing abilities.
4. If intensive reading classes and attending ELP and writing incorporated into each class would occur, the problem would be reduced by 10% or more.

5. SMART GOALS:

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

The number of ESE students becoming proficient in ELA and mathematics FSA will increase from 17% to 40%, as measured by the FSA ELA and mathematics tests.

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

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

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

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?
ESE teachers will be meeting monthly through PLCs to discuss and review student placements and data, as well as interventions.	VE Specialist	Ongoing
Teachers will incorporate differentiated instruction and provide support to ESE students in general education courses	All teachers	Ongoing
Provide ELP for students who are struggling	Michelle Lampert	Ongoing
Lesson plan reviews and classroom observations to determine alignment with standards	Administrators	Ongoing

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
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Subgroup Goals

ESE PLCs meeting to discuss effective strategies to improve achievement; VE teachers meet with core content teachers to discuss effective strategies, supports and data to improve student achievement		<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for ESE PLCs where effective strategies are shared to be used in lessons that improve differentiation of material for ESE students	5 ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
IEP Training	1 ESE Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Autism Summer Institute	2 PE teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 22% proficient in ELA and mathematics, as evidenced in the FSA in May 2018.
2. We expect our performance level to be 30% by May 2019.
3. The problem/gap is occurring because the students have not acquired the reading comprehension skills and vocabulary needed to completely understand rigorous tasks.
4. If students are provided access to rigorous course work that is differentiated to support and accommodate the language barrier, the problem would be reduced by 8% or more.

5. SMART GOALS:

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

The percent of ELL students becoming proficient will increase from 22% to 30%, as measured by on the FSA ELA and mathematics tests in May 2019.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- 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 content area teachers will promote instruction and understanding	ELA/ELL teachers	Monthly PLC meetings
All content area teachers will implement ELL strategies that promote literacy	Administrators	Ongoing through lesson review
All content area teachers will offer differentiated strategies in classroom instruction that promotes understanding of content material	All teachers	Ongoing

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
PLC meetings focused on incorporating ELL strategies that promote literacy and scaffolding of information	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cultural response training	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 88% are proficient in ELA and mathematics, as evidenced in the FSA ELA and mathematics/EOC tests.
2. We expect our performance level to be 94% by May 2019.
3. The problem/gap is occurring because lack of continuous rigor introduced to students.
4. If increased rigor would occur, the problem would be reduced by 6% more.

5. SMART GOALS:

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

The percent of gifted students who are proficient in ELA and mathematics will increase from 88% to 94%, as measured by FSA ELA and mathematics/EOC tests in May 2019.

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

- Strengthen staff ability to engage students in complex tasks.
 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?
Review correct placement of gifted students into rigorous classes such as English Honors 1, accelerated sciences and Algebra I Honors and Geometry Honors courses, as well as the gifted classes	Frances Rodriguez Counselors	August/Sept 2018
Offer enrichment activities such as Odyssey of the Mind, Quiz Bowl and other challenging activities to include rigor	Frances Rodriguez	Ongoing

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 Professional Series	1 Gifted Teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Summer Instructional technology Reboot	1 gifted teacher	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Logistics	1 gifted teacher	<input checked="" type="checkbox"/> Priority 1 <input 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"> Quarterly progress reports sent home Connect Ed messages Individual parent contact 	<ul style="list-style-type: none"> DMT, teachers Principal, Assistant Principals, Counselors 	<ul style="list-style-type: none"> Quarterly Ongoing throughout the year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Online grading system Access to online academic programs (Carnegie, iReady, Clever) 	<ul style="list-style-type: none"> District provided software Teachers 	<ul style="list-style-type: none"> All year
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Invite families to parent conferences Involve parents in college readiness options (TIPS, magnet and career ed options) 	<ul style="list-style-type: none"> Teachers, counselors, assistant principals 	<ul style="list-style-type: none"> As needed
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Invite families to open houses, variety of parent informational meetings (Duke Tips, High School information, ASD night, Spring Fling, PTSA nights, SAC and other community centered events such as Veteran's Day) Invite volunteers to assist and mentor students 	<ul style="list-style-type: none"> Counselors, teachers, SAC, principal, assistant principals, PTSA, volunteers, community coordinator 	<ul style="list-style-type: none"> All year

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
Mentor training	15 Volunteers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Volunteer training	15 Volunteers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PTSA meetings	8 parents	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
SAC meetings	14 parents, community/business leaders, teachers, principals	<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
Melissa	Athanson	White	Principal
Michelle	Lampert	White	Principal
Julius	Wynn	Black	Principal
Gladys	Portela	Hispanic	Teacher
Juan	Rivera	Hispanic	Teacher
Randy	Nilsson	White	Business/Community
Aruna	Motko	Asian	Parent
Melissa	Lazinski	White	Parent
Angela	Katz	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 We will be meeting the first week of August



BUDGET / SIP FUNDS

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

Budget Categories		Amount
1. Academic Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2. Behavioral Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3. Materials and Supplies		\$ [Insert amount for category]
	Literacy - books for classes	\$750
	Magazines (Scholastic)	\$250
4. Employee Expenses (i.e., travel, registration fees, etc.)		\$ [Insert amount for category]
	Registration fees for conferences	\$750
	Travel expenses	\$1250
5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)		\$ [Insert amount for category]
	TDEs provided coverage for subs so teachers may attend various conferences	\$2000
	[Describe categories on a separate row]	[Insert Amount]
	ESE LEA training (requires TDE for teachers)	
6. Other (please list below)		\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

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