



School Improvement Plan SY 2018-19

Bayside High School

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Dr. Dawn Coffin	SAC Chair:	Shandy Gregg
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School Vision	100% student achievement
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School Mission	Bayside High School educates and prepares students for post-secondary experiences and life through a supportive and caring environment.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
271	4	123	45	6	92	1

School Grade	2018: No Grade	2017: No Grade	2016: No Grade	Title I	Yes
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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	Dawn	Coffin	FT	1-3 years
Equity Champion	Daryl	Schuster	FT	4-10 years
ESE	Kathy	Kaye	FT	4-10 years
ELL	Donnie	McKahand	FT	11-20 years
Climate and Culture	Mark	Simon	FT	4-10 years
MTSS Coach	Mark	Simon	FT	4-10 years
Total Instructional Staff:	15	Total Support Staff:	14	



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: Climate and Culture

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of black students not meeting graduation requirements will decrease from Click or tap here to enter text. to Click or tap here to enter text.

2. Priority 2: Culturally Relevant Teaching

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students meeting graduation requirements will increase from 38% to 60%

3. Priority 3: Equity

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students meeting graduation requirements will increase from 38% to 60%



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	To monitor effectiveness of instruction and to see if students are meeting graduation requirements	<ul style="list-style-type: none"> Notes from meeting used to help drive further changes needed 	Admin	SBLT Team	Monthly	<ul style="list-style-type: none"> Meetings to discuss student issues Notes taken to reflect at later dates.
2.	RTI Tier 2 & Tier 3 Problem-solving Team	All Priorities		<ul style="list-style-type: none"> 	Mr. Simon	RTI Team	Monthly	<ul style="list-style-type: none"> Discussion based on gather data to determine appropriate interventions Discussion of and review of data to determine the impact and follow-through of implemented interventions



	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
								<ul style="list-style-type: none"> Meetings will be documented via notes in One Drive
3.	Equity Team	Priority 1	Ensuring that all students receive equitable grading	<ul style="list-style-type: none"> Through meetings with students and teachers 	Mr. Schuster	Staff as needed	As needed	<ul style="list-style-type: none"> Students will be surveyed to see if they feel the grading processes in class are equitable.
4.	Child Study Team	Priority 2	To increase attendance	<ul style="list-style-type: none"> Meeting regularly to discuss specific student attendance issues 	Mr. Dowd	Mr. Dowd Guidance Admin Mr. Simon	Monthly	<ul style="list-style-type: none"> Notes are recorded and distributed
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Priority 2	To discuss subject level strategies to better ensure on time graduation	<ul style="list-style-type: none"> The meetings occur monthly and are utilized to discuss issues that are occurring through each subject level 	Mr. Gregg	Ms. Reid Mr. Watson Mr. McDowell Mr. Schuster	Monthly	<ul style="list-style-type: none"> Meeting minutes will be submitted
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	Monitor effectiveness of curriculum	<ul style="list-style-type: none"> Through regular meetings with ELA team 	TBD	ELA Dept.	Monthly	<ul style="list-style-type: none"> <i>Lesson plans aligned to standards, with targets and performance scales</i>
7.	PBIS Team	All Priorities	An established PBIS team will meet to discuss all data points in effort to implement a successful reward based	<ul style="list-style-type: none"> Reviewing behavioral data, student conferences, surveys, home 	Administratio n Team and MTSS Coach	PBIS team made of up of MTSS Coach, and staff volunteers	Monthly	<ul style="list-style-type: none"> Meeting minutes Available data reports



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			<p>PBIS plan. (Attendance, behavior, academics, etc.)</p> <p>Additionally, Monitor the available data for implementation of equitable lesson plans, referrals processed, restorative meetings taken place, and all other academic data relevant to each staff member. The overall focus of this data will be on attendance, pass/fail, discipline and how each is fitting into the schools established expectations.</p>	<p>visit notes, and individualized established relationships through the school.</p>				
8.	Family Engagement Team	Priority 2	To increase parent awareness in student progress toward credit recovery, attendance, and graduation.	<ul style="list-style-type: none"> Updates will be sent to the parent/guardian of each student. 	Guidance team, and Mr. Gregg	All students enrolled	Mid quarter, and quarter	<ul style="list-style-type: none"> Team will send a verification email to Dr. Coffin and all staff to inform of when the updates go out. These dates will be saved in Outlook for review.

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 671 referrals. We expect our performance level to be lower by the end of the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because minority students are receiving a large number of the referrals.
3. If a better cultural understanding would occur, the problem would be reduced by 30%, as evidenced by the end of the year discipline data as referenced in the school profile. This will allow all staff to better understand the needs of all our students
4. We will analyze and review our data for effective implementation of our strategies by the end of the 2018-2019 school year.

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 black students receiving referrals will decrease from 57% to 40% as measured by end of the year school profile data.

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.
- Choose Climate and Culture Strategy
- Choose Climate and Culture Strategy

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	Dawn Coffin Mark Simon	• 7/18- 7/19 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP – Completed June 13 th , 2018	• Mark Simon	• By end of the year
Develop school-wide roll-out and development plan of RP/SEL.	• Mark Simon	• By end of the year
Restorative Practices training with supplies provided by district and IIRP	• Mark Simon	• Preschool (Session 1) • Session 2 will take place each of the

		first 6 Monday PLC times
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> As needed
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> As needed
<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"> Mark Simon 	<ul style="list-style-type: none"> Monthly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Staff will receive training on restorative practices from Mr. Simon, who is certified through IIRP	45	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Culturally responsible teaching practices, PLC training by Mr. Simon. Book study, “For White Folks Who Teach in the Hood, and the Rest of Ya’ll Too”	45	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equitable grading training by Mr. Simon	45	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 65%. We expect our performance level to be at 80% by the end of the 2018-2019 school year.
2. The problem/gap in attendance is occurring because students that are assigned to Bayside often come to us with attendance issues.
3. If students attended more, the problem would be reduced by 20%.
4. We will analyze and review our data for effective implementation of our strategies by meeting with the child study team.

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 attending school daily will increase from 65% to 80%, as measured by attendance 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.
- 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?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Child study team	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child study team	As needed
Develop and implement attendance incentive programs and competitions.	Child study team	End of each quarter
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administration	Family night
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child study team	Bi weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	SBLT	Bi weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Child study team	As needed

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
Child study team will express the importance of teachers calling students that are chronically absent.	Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best practices for positive calls home.	Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



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, Measurable, Actionable, Realistic, and Timely).

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 40% of students meeting ELA grad requirements , as evidenced by the EOC grad rate
2. We expect our performance level to be 50% by end of 2018-2019 school year.
3. The problem/gap is occurring because students are not gaining the fundamentals to pass the ELA FSA.
4. If we investigate culturally relative books , the problem would be reduced by 10% and student learning gains would increase by 10%.

5. SMART GOALS:

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

The number of all students completing the ELA FSA will increase from 40% to 50%, as measured by ELA completion requirements.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Specific and targeted reading comprehension skills will be taught using small groups and focusing on developing prior knowledge, previewing, predicting, questioning, making inferences, visualizing, and retelling of stories.	Reading Department Head	Monthly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will research and identify evidence-based practices that are having success in other similar schools.	ELA Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative practice and social emotional learning	All staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teachers will participate in district lead ELA/ Reading PD	ELA/ Reading teachers	<input type="checkbox"/> Priority 1 <input 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 35% of student met EOC requirements for Algebra, as evidenced in State Algebra requirements.
2. We expect our performance level to be 50% by end of 2018-2019 school year.
3. The problem/gap is occurring because students are not retaining the information to be able to pass Algebra.
4. If students would retain instruction would occur, the problem would be reduced by 20% and student learning gains would increase by 20%.

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 passing the algebra EOC requirements will increase from 35% to 50%, as measured by end of the 2018-2019 school year.

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

- Strengthen staff ability to engage students in complex tasks.
- 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?
Meet with math Dept. regularly to discuss grades and student success	Mr. Gregg	monthly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Math team will investigate practices that are having a positive effect in other schools.	Math team	<input checked="" 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



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40%, as evidenced in end of the EOC requirements.
2. We expect our performance level to be 60% by end of the 2019-2019 school year.
3. The problem/gap is occurring because student are not meeting the EOC requirements for science.
4. If the science teachers would take district trainings, the problem would be reduced by 20% and student learning gains would increase by 20%.

20

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 meeting Science graduation requirements will increase from 40% to 60%, as measured by end of the 2018-2019 school year.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Science teachers will meet regularly to discuss teaching strategies and to share success	Science Dept.	Monthly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Science dept. will attend district trainings to stay current on curriculum.	Science Dept.	<input type="checkbox"/> Priority 1 <input checked="" 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



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 45% are meeting EOC requirements, as evidenced in social studies graduation requirements.
2. We expect our performance level to be 60% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students are not completing EOC requirements for social studies.
4. If students were engaged longer, the problem would be reduced by 15% and student learning gains would increase by 15%.

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 passing the science EOC will increase from 45% to 60%, as measured by science EOC requirements.

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?
Social studies teachers will investigate successful ways to keep students engaged	Science team leader	As needed

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
The district Science Dept. provides PD throughout the year	Science Dept.	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 7/8 modules, as evidenced in alliance for healthier generation assessment.
2. We expect our performance level to be 8/8 by end of 2018-2019 school year.
3. The problem/gap is occurring because not all modules were completed.
4. If all modules can be completed would occur, the problem would be reduced by 30%.

5. SMART GOALS:

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

The number of modules completed will increase from 7 to 8,.

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

- Choose Strategy
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Healthy teams will meet to discuss health issues	Administration	As needed

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
Staff will be trained on the healthy schools' initiative	All staff	<input checked="" 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



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is graduation percent of 38%, as evidenced in total students graduating.
2. We expect our performance level to be 60% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because not all students are meeting requirement by the end of their graduation year.
4. If we work to better understand the needs of all students would occur, the problem would be reduced by 20% and student learning gains would increase by 20%.

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 meeting graduation requirements will increase from 38% to 60%, as measured by students meeting graduation requirements.

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- 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 develop a classroom culture that focuses on community building, and relationship building.	Department heads/ administration	Daily
Individual learning goals developed for each section of learning	Department heads/ Administration	Various times (depending on pace of learning)

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
Culturally sensitive education is embedded in school wide PLC's	All instructional staff	<input checked="" 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



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 11 students completing future plans, as evidenced in future plans report.
2. We expect our performance level to be at 30 by end of the 2018-2019 school year.
3. The problem/gap is occurring because students do not understand the value of the program.
4. If students better understood the importance of the program , the problem would be reduced by 30%.

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 number of all students completing future plans will increase from 11 to 30, as measured by future plans report.

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

- Strengthen teacher implementation of rigorous instructional practices.
- 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?
Guidance will present to staff the importance of future plans	Guidance	PLC's
Teachers will work with the students to show the relevance of future plans to their future	Teachers	As needed

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
Guidance will present what future plans is, and how it works	Staff	<input checked="" 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



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38% graduation rate, as evidenced in Students meeting graduation requirements.
2. We expect our performance level to be 60% by 5/20/19.
3. The problem/gap is occurring because students are not meeting core requirements in time to graduate.
4. If would occur, the problem would be reduced by 30%.

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 percent of all students graduating on time with their cohort will increase from 40% to 60%, as measured by FDLOE final grad file.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Meet with seniors monthly to review GPA, grades, and credit progress	Mr. Gregg	Monthly
Work with guidance and teachers to ensure that students are updated regularly on status towards graduation	Administration	As needed

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
Graduation data is presented at PLC's only a monthly basis	Staff	<input checked="" 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 57% of our AA students received referrals, as evidenced in school discipline data.
2. We expect our performance level to be at 40% by end of 2018-2019 school year.
3. The problem/gap is occurring because students are receiving referrals for low level incidences.
4. If culturally relevant teaching would occur, the problem would be reduced by less AA students receiving referrals.

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 receiving referrals will decrease from 57% to 40%, as measured by school discipline data.

- 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 checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Higher amount of African American students meeting graduation requirements
Student Achievement	<input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Give staff the ability to better reach our subgroup of students
Advanced Coursework	<input 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 <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • A higher number of African Americans students will work toward making up credits that were lost
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Lower amount of AA students receiving referrals
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"> • Help to better serve all students needing additional supports proper district office support personnel



Subgroup Goals

Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Ensure communication with possible African American applicants in made with
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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?
SBLT will meet to discuss student data	Administration	Monthly

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
Staff will receive culturally relevant training embedded in monthly PLC's	Staff	<input checked="" 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



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"> Connect Ed Calls Calls from teachers and guidance 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> As needed
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Work with parents during family night 	<ul style="list-style-type: none"> Administration, guidance and teachers 	<ul style="list-style-type: none"> During family night
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Receive parental input at SAC meetings 	<ul style="list-style-type: none"> SAC chair 	<ul style="list-style-type: none"> 4 times yearly
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Work with stakeholders to ensure everyone is agreement with school actions and policies 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> As needed

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
		<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



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Dawn	Coffin	White	Principal
Darrell	Kretz	White	Other Instructional Employee
Cindy	James	White	Support Employee
Rosalind	McQueen	Black	Teacher
Henry	Johnson	Black	Business/Community
Calixto	Bolivar	Hispanic	Support Employee
		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
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]
	Materials to help increase student achievement	500.00
	[Insert materials on a separate row]	[Insert Amount]
4. Employee Expenses (i.e., travel, registration fees, etc.)		\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)		\$ [Insert amount for category]
	For TDE's to support school goals	[900.00]
	[Describe categories on a separate row]	[Insert Amount]
6. Other (please list below)		\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 1400.00		