



School Improvement Plan SY 2018-19

Calvin A. Hunsinger 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.



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Douglas Keimig	SAC Chair:	Dora Starling
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School Vision	100% Student Success
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School Mission	Educate and prepare each student for college, career, and life while making at least one year of learning gains.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
111	1	31	7	11	60	1

School Grade	2018 No Grade	2017 No Grade	2016 No Grade	Title I

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	12%	6	8%	6	22%	14	30%	20	NA	NA	25%	78
Learning Gains All	37%	33	23%	23								
Learning Gains L25%	NA	NA	NA	NA								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Douglas	Keimig	FT	4-10 years
Assistant Principal	Jessica	Urquhart	FT	1-3 years
Secretary/Bookkeeper	Lisa	Allen	FT	11-20 years
Equity Champion/Reintegration Specialist	Mary	Canning	FT	11-20 years
Restorative Practice/SEL Facilitator	Colleen	Leclair	FT	1-3 years
Social Worker School Based Mental Health Program	Maryann	Phillips	FT	11-20 years
Graduation Committee Facilitator	Shelli	August	FT	1-3 years
ES Team Leader	Christine	Ehlers	FT	20+ years
MS Team Leader/Culturally Relevant Teaching Fac.	Beth	Kirtley	FT	20+ years
HS Team Leader	Heather	Hyatt	FT	1-3 years
VE Resource/Teacher	Stephanie	Sagan	FT	11-20 years
Total Instructional Staff:	30		Total Support Staff:	46



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving learning gains in ELA and Math will increase from 37% (ELA) 23% (Mathematics) to 50% (ELA) and 45% (Mathematics).

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving learning gains will increase from 37% (ELA) 23% (Mathematics) to 50% (ELA) and 45% (Mathematics).

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students that miss out on learning opportunities due to OSS will decrease from 92 (2017-2018) to 70 or fewer in 2018-19.



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	Monitor instructional implementation of grade-level standards to increase student engagement student FSA proficiency	<ul style="list-style-type: none"> • Training on Lesson Planning Resources • Weekly instructional reports, • Prep PLC agendas 	Principal	AP, Equity Champion, RP facilitator, SBMH social worker, Team Leaders, VE resource, graduation coordinator	Monthly on Mondays	<ul style="list-style-type: none"> • Lesson plans and instruction aligned to standards, with targets and performance scales • Culturally relevant teaching and materials • Restorative Practice language and circles
2.	Equity/Culturally Relevant Teaching Team	All Priorities	Increase student engagement	<ul style="list-style-type: none"> • Developing an Equity Team • Providing Site-Based PD 	Equity Champion	Teachers	Monthly on Mondays	<ul style="list-style-type: none"> • Minutes from meetings
3.	Child Study Team	All Priorities	Monitor attendance to address absences and increase student success	<ul style="list-style-type: none"> • Discussing strategies • Planning parent contact methods 	Social worker	Social workers, principal, assistant principal, DMT	Bi-weekly on Wednesdays	<ul style="list-style-type: none"> • Minutes from meetings



	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"> Case management 				
4.	Grade Level Teams	All Priorities	To ensure academic rigor, discuss curriculum, and provide resources for teaching	<ul style="list-style-type: none"> Sharing curriculum Discussing strategies 	Elementary, Middle, and High school Team Leaders	Elementary, Middle, and High School Teachers	3x/month on Tuesdays	<ul style="list-style-type: none"> Minutes from meetings
5.	MTSS/PBS/Restorative/SEL Team	Priority 3	To facilitate positive, prosocial communication and behavior with students and strengthen relationships with students and staff	<ul style="list-style-type: none"> Develop and implement positive behavior support interventions; Train staff on restorative practices 	Behavior Specialist	Social workers, behavior specialists, school psychologist, principal, AP	3x/month on Tuesdays	<ul style="list-style-type: none"> Minutes from meetings
6.	Safety Committee	Priority 3	Monitor and continually improve safety of all staff and students school-wide	<ul style="list-style-type: none"> Review last month's agenda items Provide input on safety concerns PDSA safety procedures 	Principal	SRO, Social Worker, AP, Cafeteria Manager, Behavior Specialist, Secretary, HPO	Monthly on 4 th Tuesday	<ul style="list-style-type: none"> Agenda Minutes Roster



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 92 OSS. We expect our performance level to be 70 or below by May 2019.
2. The problem/gap in behavior performance is occurring because of interpersonally damaged teacher-student relationships and administrator-student relationships (low quality relationships).
3. Through the implementation of restorative practices, PBS, culturally relevant teaching, and social emotional learning, the problem would be reduced by addressing the unique needs of each learner as evidenced by research on whole-child education and ESE best practices.
4. We will analyze and review our data for effective implementation of our strategies weekly during MTSS meetings.
5. **SMART GOAL:** The OSS risk (percentage of students receiving out-of-school suspension) of all students served at our school will decrease from 92 (2017-18) to 70 or below, as measured by the end of the year OSS 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 through the implementation of restorative practices, culturally responsive teaching, social emotional learning, and PBS.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Support the development of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• RP Team	• July 2018
Ensure at least one staff member attends and becomes a certified trainer of RP	• RP Trainer	• June 2018
Develop school-wide roll-out and development plan of RP/SEL.	• RP Team	• August 2018
Conduct learning opportunities.	• Administrators/RP Team/Social Workers/Behavior Specialists	• 1 st Thursday of the month
Monitor the fidelity of implementation, support staff, review student/teacher data, and update school-wide plan	• Administrators/RP Team/MTSS Team	• Weekly
Celebrate areas of growth	• Administrators/RP Team	• Ongoing
RP team to conduct PD sessions moving away from punitive approaches	• RP Team	• 1 st Thursday of the Month



8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Positive Behavior Supports	60 participants (Administrators, Teachers, ESE Associates, SW, Behavior Specialists, Psychologist, Office Staff)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices/SEL	60 participants (Administrators, Teachers, ESE Associates, SW, Behavior Specialists, Psychologist, Office Staff)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Responsive Teaching	30 participants (Administrators, Teachers)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Crisis Prevention Institute (CPI)	60 participants (Administrators, Teachers, ESE Associates, SW, Behavior Specialists, Psychologist, Office Staff)	<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 76%. We expect our performance level to be 90% by May 2019.
2. The problem/gap in attendance is occurring because of the frequent changes in residence/placements of our students/families, mental health needs, and low motivation associated with a history of prior negative school experiences.
3. If students were more involved in tracking their academic progress and an attendance incentive program would occur, the problem would be reduced by 14%, resulting in a 90% attendance rate.
4. We will analyze and review our data for effective implementation of our strategies 2x per month during CST meeting .
5. **SMART GOAL:** The percent of all students missing 10% or more days of school will decrease from 61% to 45%, as measured by attendance dashboard data in Focus.

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

- Strengthen the implementation of Tier 3 interventions to address and support the diverse needs of our students.
- Strengthen the attendance problem-solving process to address and support the needs of students on an ongoing basis.
- Implement an attendance incentive program and communicate the program to parents.

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.	Administrators/DMT	During Pre-School
Develop and implement attendance incentive programs and competitions.	School Social Workers	Bi-monthly 2x during CST
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administrators	SAC/Title 1/Family Engagement Nights
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	MTSS Team	Bi-monthly 2x per month
Review individual student data and identify specific needs/barriers and effectiveness of strategies.	CST Team	Bi-monthly 2x during CST
Ensure attendance is accurately taken and recorded daily and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administrators/DMT	Daily

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	All Calvin Hunsinger Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 37% learning gains in ELA, as evidenced in FSA/FSAA English Language Arts data.
2. We expect our performance level to be 50% learning gains in ELA by May 2019.
3. The problem/gap is occurring because lessons (learning targets and tasks) are not consistently in alignment with the standard and taxonomy level giving students the opportunity to own their learning.
4. If lesson plans and tasks are aligned to standards and the corresponding taxonomy level, more student-centered learning would occur and the problem would be reduced by 13%.

5. SMART GOALS:

The percent of all students achieving learning gain in ELA will increase from 37% (2017-18) to 50% (2018-19) as measured by FSA/FSAA ELA data.

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

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

7. ACTION STEPS:

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ELA/Reading attend professional development around standards, assessments, and instructional methods.	ELA/Reading Teachers/ APC, Staff Dev/Curr. Spec.	Ongoing (see PD calendar)
Teachers meet in PLCs at least once per month to review student work/data to effectively implement remediation during core instruction to improve comprehension of complex tasks.	ELA/Reading Teachers/ APC, Staff Dev/Curr. Spec.	Monthly
Administrators review lesson plans and conduct walkthroughs monitoring for evidence of standard based planning and differentiation of ELA instruction to meet the needs of each student.	Administrators	Ongoing-At least once per month
Administrators provide feedback to support teacher growth, and collaborate with teachers and literacy coach/staff developers to determine next steps.	Adminstrators	Ongoing-At least 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
See PD menus for ELA and Reading	ELA/Reading Teachers, APC	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Meet to analyze student work at least once per quarter utilizing the student work protocol.	All teachers,/APC	<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 23% learning gains in mathematics, as evidenced in FSA/FSAA/EOC mathematics data .
2. We expect our performance level to be 45% learning gains by May 2019.
3. The problem/gap is occurring because lessons (learning targets and tasks) are not consistently in alignment with the standard and taxonomy level giving students the opportunity to own their learning .
4. If lesson plans and tasks are aligned to standards and the corresponding taxonomy level, more student-centered learning would occur and the problem would be reduced by 22%.

5. SMART GOALS:

The percent of all students achieving learning gain in mathematics will increase from 23% to 45%, as measured by FSA/FSAA/EOC mathematics data.

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

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to 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?
Mathematics teachers receive professional development around standards, assessments, and instructional methods.	Math Teachers/ APC	Ongoing (see PD calendar)
Teachers meet in PLCs at least one time per month to review student work/data and plan for instructional lessons aligned to MAFS and remediation during core instruction to improve student engagement in cognitively complex mathematical tasks.	Team Leaders, APC (with support from Staff Dev & Curr. Spec.)	Monthly
Administrators review lesson plans and conduct walkthroughs monitoring for evidence of standard based planning (MAFS) and differentiation/scaffolding mathematics instruction to meet the needs of each student.	Administrators	Ongoing-At least once per month
Administrators provide feedback to support teacher growth, and collaborate with teachers and content specialists/staff developers to determine next steps.	Administrators	Ongoing-At least once per month

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
See PD menus for Mathematics	ELA/Reading Teachers/APC	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teachers collaboratively plan learning targets and tasks aligned to the Florida Standards for Mathematics (MAFS)	Math teachers (and math coach if possible)	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 28% (4 of 14), as evidenced in SSA and EOC data (Level 3 or above).
2. We expect our performance level to be 40% by May 2019.
3. The problem/gap is occurring because lessons (learning targets and tasks) are not consistently in alignment with the standard and taxonomy level giving students the opportunity to own their learning .
4. If lesson plans and tasks are aligned to standard and the corresponding taxonomy level more student centered learning would occur and the problem would be reduced by 12%.

5. SMART GOALS:

The percent of all students achieving science proficiency will increase from 28% to 40%, as measured by Statewide Science Assessment/EOC data.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Science teachers receive professional development around standards, assessments, and instructional methods.	Science teachers/APC	Ongoing (see PD calendar)
Teachers meet in PLCs at least one time per month to review student work/data and plan for instructional lessons aligned to science standards and remediation during core instruction to improve student engagement in cognitively complex science tasks.	Science teachers/ APC	Monthly
Administrators review lesson plans and conduct walkthroughs monitoring for evidence of standard based planning and differentiation of science instruction to meet the needs of each student.	Administrators	Ongoing-At least once per month
Administrators provide feedback to support teacher growth, and collaborate with teachers and content specialists/staff developers to determine next steps.	Adminstrators	Ongoing-At least once per month

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
See PD menus for Science	Science Teachers/APC	<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 36% (4 of 11), as evidenced in Civics and U.S. History EOC data.
2. We expect our performance level to be 46% by May 2019.
3. The problem/gap is occurring because lessons (learning targets and tasks) are not consistently in alignment with the standard and taxonomy level giving students the opportunity to own their learning .
4. If lesson plans and tasks are aligned to standards and the corresponding taxonomy level, more student-centered learning would occur and the problem would be reduced by 10%.

5. SMART GOALS:

The percent of all students achieving proficiency in Social Studies will increase from 36% to 46%, as measured by Civic and U.S. History State Assessment/EOC data.

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.
- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Social Studies teachers receive professional development around standards, assessments, and instructional methods.	Social Studies Teachers/ APC	Ongoing (see PD calendar)
Teachers meet in PLCs at least once per month to review student work/data in order to effectively implement remediation during core instruction to improve comprehension of complex tasks.	Social Studies Teachers/ APC	Monthly
Administrators review lesson plans and conduct walkthroughs monitoring for evidence of standard based planning and differentiation of social studies instruction to meet the needs of each student.	Administrators	Ongoing-At least once per month
Administrators provide feedback to support teacher growth, and collaborate with teachers and content specialists/staff developers to determine next steps.	Administrators	Ongoing-At least once per month

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
See PD menus for Social Studies	Social Studies Teachers/APC	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 2 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 3 or more out of 6 modules for bronze/silver/gold by April 2019.
3. The problem/gap is occurring because PBS food rewards do not adhere to smart snack guidelines.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school will have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

The percent of students making healthy choices will increase from less than 50% to 50% or more.

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.
- 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?
Assemble a Healthy School Team made up of a minimum of four(4) individuals including PE/Health teacher, Classroom teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Students	Administrators	August 2018
Students are provided with new, healthy food choices for PBS	Social Workers, Behavior Specialists	Ongoing
Complete Healthy Schools Program Assessment	Healthy School Team	October 2018-April 2019
Develop and Implement Healthy School Action Plan	Healthy School Team	October 2018-April 2019
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Attend district-supported professional development	Healthy School Team	August 2018-September 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
Staff attend PD during preschool and throughout school year	30 teachers/30 associates	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Staff Healthy Schools Program Training	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" 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 5%, as evidenced in course transcripts, IEP's, ACT/SAT data. .
2. We expect our performance level to be 15% or greater by April 2019.
3. The problem/gap is occurring because few site-based vocational/college preparatory opportunities are currently being offered.
4. If additional site-based vocational/college prep opportunities would occur, the problem would be reduced by 10%.

5. SMART GOALS:

The percent of all students taking the ACT/SAT or participating in vocational or college preparatory/coaching programs will increase from 5% to 15%, as measured by course transcripts, IEP's, and ACT/SAT data.

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

- Strengthen implementation of our school based enterprise and vocational/college preparatory opportunities to support student engagement, learning and project-based instruction.
- Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
- Strengthen teacher implementation of rigorous instructional practices.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase participation in pre-college exams by offering SAT/ACT prep coursework.	English Teacher	Ongoing
Monitor student academic performance and course enrollment to ensure students have access to rigorous courses and vocational/college preparatory programs	APC/Case Managers	Ongoing
Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.	Case Managers	At least 1x per year

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 meet in teams at least once per month to review student data and track student progress toward enrolling in and participating in rigorous courses, vocational/college preparatory programs, and pre-college exams.	APC/Case Managers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly High School PD-see PD calendar	APC	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0%, as evidenced in our lack of STEM academy.
2. We expect our performance level to be 25% or more by May 2019.
3. The problem/gap is occurring because of transportation (busing) and supervision/ESE support barriers which prevent us from holding STEM academy after school.
4. If implementation/incorporation of STEM projects into art, music, science, and/or math courses would occur, the problem would be reduced by 25% or more.

5. SMART GOALS:

The percent of all students receiving access to STEM content will increase from 0% to 25% or more, as measured by school based data.

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

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to 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?
Establish an in-school STEM academy to increase student access to STEM content.	Science Teachers	Ongoing
Submit a STEM inquiry project to be displayed at the annual PCS STEM Expo in April 2019.	Science Teachers	Ongoing-April Expo
Form a K-12 STEM committee to develop a plan for infusing STEM project based learning into math, science, art, music, and shop courses. Meet at least quarterly to monitor implementation.	Administrators/Science Teachers	Ongoing/at least quarterly
Meet with Vocational Rehabilitation Counselors	Social Workers	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
STEM committee meets to develop a plan for infusing STEM project based learning into math, science, art, music and shop courses.	Led by Science Teachers at each Grade level and including art, music, math, and shop teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
See PD menu for STEM	Science teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 20% (2 of 10) of students in the 2015 cohort are on track to graduate, as evidenced in PCS Graduation Cohort Report-District on Track/Individual Student Course Completion/Graduation data.
2. We expect our performance level to be 60% (6 of 10) by May 2019.
3. The problem/gap is occurring because of the frequent changes in residence/placements of our students/families, mental health needs, academic deficits and low motivation associated with a history of prior negative school experiences.
4. If we intensify the graduation committee's focus on individual student data and providing continuous academic, behavior, and attendance supports, more student-centered learning would occur, and the problem would be reduced by 40%.

5. SMART GOALS:

The percent of all students in the 2015 cohort on track to graduate will increase from 20% (2 of 10) to 60% (6 of 10) as measured by PCS Graduation Cohort Report-District on Track/Individual Student Course Completion/Graduation data.

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

- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
- Intensify graduation committee focus on data to plan interventions and supports for individual students.
- 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?
Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.	Case Managers	At least 1x per year
Monitor student academic performance and course enrollment to ensure students have access courses that meet graduation requirements and vocational/college preparatory programs.	APC/Case Managers	Ongoing
Teachers will meet with students to monitor their academic performance, discuss graduation requirements, and connect students with vocational/college preparatory programs.	Case Managers	Ongoing-at least twice per grading period

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly High School PD-see PD calendar	Principal/APC/District Trainers	<input checked="" type="checkbox"/> Priority 1, 2, 3
Site-based Training of Graduation Requirement and Vocational/Job coaching programs/options	Principal/APC/District Trainers	<input checked="" type="checkbox"/> Priority 1, 2, 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 20% (1 of 5) of black students graduated with their 2014 cohort, as evidenced in FLDOE end of year graduation file.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because of student mobility and inconsistent delivery of culturally responsive instruction in alignment with standards and taxonomy level.
4. If standard based instruction that is culturally responsive and aligned to the corresponding taxonomy level would occur students would take more ownership of their learning and the problem would be reduced by 30%.

5. SMART GOALS:

The percent of black students graduating from high school with their cohort will increase from 20% to 50%, as measured by FLDOE end of year graduation file.

6. STRATEGIES:

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. 	<ul style="list-style-type: none"> • Communicate graduation requirements and plans with all stakeholders • Involve students and their families in tracking their progress towards graduation
Student Achievement	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. 	<ul style="list-style-type: none"> • Increase student engagement • Decrease student absences • Decrease disruptive student behaviors
Advanced Coursework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 	<ul style="list-style-type: none"> • Increase student engagement in learning and in tracking their individual progress ensuring each student is enrolled in the courses they need
Student Discipline	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" 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"> • Increase student engagement • Decrease behaviors that diminish students learning opportunities • Improve relationships between staff and students and students and their peers
Minority Hiring	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish/Maintain positive relationships with our current black teachers and gather feedback on successes, struggles, suggestions and experiences. 	<ul style="list-style-type: none"> • Hiring and retaining highly qualified black teachers and ESE associates

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



Subgroup Goals

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Hire and retain highly qualified black teachers	Principal/APC	Ongoing
Involve students and families in tracking their student's progress	Principal/APC/Teachers	Ongoing
Implement Culturally Responsive Teaching and Restorative Practices	Principal/APC/all staff	Ongoing

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 Responsive Teaching/Equity	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices (6 hours during pre-school) and ongoing throughout the school year	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" 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"> Parent phone calls, progress reports, report cards, IEP meetings, Title 1 Evening Events 	<ul style="list-style-type: none"> Principal/APC/Case Managers/Teachers/Social Workers/Behavior Specialists/Support Staff 	<ul style="list-style-type: none"> At least 2x per grading period
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Parent Involvement, Title 1 Nights with activities that align to our SIP goals 	<ul style="list-style-type: none"> Principal/APC/Teachers/Title 1 Paraprofessional 	<ul style="list-style-type: none"> Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> IEP meetings Open door policy where parents have access to administration 	<ul style="list-style-type: none"> Principal/APC/Case Managers/Social Workers/Behavior Specialists/Support Staff 	<ul style="list-style-type: none"> Ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Invite all stakeholders to school functions and Family Involvement/Title 1 Nights 	<ul style="list-style-type: none"> Principal/APC/Entire Faculty and Staff 	<ul style="list-style-type: none"> Ongoing

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
Culturally Responsive Teaching/Equity	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices (6 hours during pre-school) and ongoing throughout the school year	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Douglas	Keimig	White	Principal
Jessica	Urquhart	White	Assistant Principal
Maria	Gomes	Black	Support Employee
Keisha	Murray	Black	Support Employee
Barbara	Mienek	Hispanic	Parent
Dora	Starling	Multi	Parent
Dana	Lezon	White	Parent
Demetria	Coley	Black	Parent
O'Neal	Larkin	Black	Business/Community
John	Ficca	White	Business/Community
Mariah	Wong	White	Business/Community

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes No, the steps being taken to meet compliance are (describe below):

In the process of recruiting additional/new SAC members. We will review our draft SIP and obtain feedback at our first SAC meeting.

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 and Other Requirements

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	\$ 500.00
	Reading Intervention Program	\$500.00
2.	Behavioral Support	\$ \$168.61
	PBS/SEL curriculum	\$168.61
3.	Materials and Supplies	\$ \$168.61
	Materials/Supplies for classroom use	\$168.61
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 250.00
	TDE for SIP review/development	\$250.00
6.	Other (please list below)	\$ [Insert amount for category]
TOTAL \$ 1,087.22		