



School Improvement Plan SY 2018-19

CLEARWATER HIGH SCHOOL

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

Table of Contents

Continuous Improvement	3
Conditions for Learning	10
Academic Goals	14
A. ELA/Reading Goal	15
B. Mathematics Goal	17
C. Science Goal	19
D. Social Studies Goal	21
E. Healthy Schools Goal	23
G. Career- and College -Readiness	25
H. Graduation Goal	27
Subgroups	28
A. Bridging the Gap with Equity for All: Black Students	28
B. ESE (Optional, based on school data)	30
C. ELL (Optional, based on school data)	32
Family and Community Engagement	34
SAC Membership	36
BUDGET / SIP FUNDS	37



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:	Keith Mastorides	SAC Chair:	Sandra Hopkins
-------------------	------------------	-------------------	----------------

School Vision	100% Student Success – At Clearwater High School that means all students graduate career and college ready.
----------------------	---

School Mission	The mission of Clearwater High School is to build relationships with our students that allow us to provide a rigorous and relevant educational experience that allows for college and career experiences, that truly prepares them for post-secondary life.
-----------------------	---

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1883	66	343	564	86	821	3

School Grade	2018: B	2017: C	2016: C	Title I	NO
---------------------	-------------------	-------------------	-------------------	---------	----

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	43	31	39	31	58	44	62	61	74	49	88	88
Learning Gains All	54	31	42	31								
Learning Gains L25%	44	31	39	26								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Keith	Mastorides	FT	11-20 years
Equity Champion	Mariah	Oleksy	FT	1-3 years
Guidance Dept. Chair	Marwan	Stanford	FT	11-20 years
ESE	Mariah	Oleksy	FT	1-3 years
ELL	Jennifer	Gil	FT	4-10 years
Climate and Culture	Taylor	Henderson	FT	11-20 years
Assistant Principal	Taylor	Henderson	FT	11-20 years
Assistant Principal	Leslie	Hopkins	FT	4-10 years
Assistant Principal	Jennifer	Gil	FT	4-10 years
Assistant Principal	Eric	Krause	FT	1-3 years



Graduation Coach	Kathy	Biddle	FT	20+ years
Athletic Director	Kathy	Biddle	FT	20+ years
Head Plant Operator	Tim	Cain	FT	1-3 years
Math Dept. Chair	Kim	Myers	FT	11-20 years
Eng. Dept. Chair	Liz	Balcombe	FT	11-20 years
Science Dept. Chair	Scott	Joseph	FT	11-20 years
SS Dept. Chair	Joel	Melvin	FT	11-20 years
SRO	Joshua	Jewett	FT	11-20 years
Total Instructional Staff:	7	Total Support Staff:	2	

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: Student-centered with Rigor

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support instruction that is student-centered with rigor , then the percent of all students achieving proficiency in ELA will increase from 43% to 52%, and in Math will increase from 39% to 49% as measured from our school wide proficiency rates on the FSA.

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 making ELA learning gains will increase from 31% to 41%, and in Math will increase from 42% to 52% as measured from our school wide learning gains on the FSA,

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of ELL students achieving proficiency on state assessments or their alternatives will increase from 80% to 90%.



A

C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate ring</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 <i>(using MTSS Framework)</i>	All Priorities	Monitor instructional implementation, school processes, and school climate and culture.	<ul style="list-style-type: none"> • Data reviews • Data driven decisions • Mini-professional development • Departmental reports • Academy and department meeting agendas 	Principal	Assistant Principals, Dpt. Chairs, Academy Lead Teachers	1 st and 3 rd Tuesday of the month	<ul style="list-style-type: none"> • Student academic, discipline and attendance data reports • Review of instructional school-wide strategies • Implementation of school processes/procedures.
2.	MTSS	All Priorities	Implementation and monitoring of students who need Tier 2 and 3 interventions.	<ul style="list-style-type: none"> • Review student achievement/behavior data. • Explore and and decide upon interventions needed for improvement. 	Assistant Principal	Assistant Principal Social Worker Psychologist Behavior Specialist Guidance Counselors Teen Parent Social Worker	Twice a month on Thursday	<ul style="list-style-type: none"> • Developed, implemented, monitored, and revised plans/interventions for small groups or individual students.
3.	Equity Team	All Priorities	Monitor the equity of resources and supports for all student groups.	<ul style="list-style-type: none"> • Implementation of restorative practices, culturally responsive instruction, and social 	Assistant Principal	Assistant Principal Guidance Counselor	Practices and strategies used daily	<ul style="list-style-type: none"> • Evident in daily lesson plans • Students are highly engaged



	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
				emotional learning activities.		Behavior Specialist	with students and among staff members in classrooms and PLCs.	<ul style="list-style-type: none"> Staff and students feel respected and a sense of belonging
4.	Child Study Team	All Priorities	Monitor students with obsessive absences.	<ul style="list-style-type: none"> Reports provided by academy, guidance counselor, and assistant principal. Attendance phone calls home, letters, and Teen/Truancy Court applications. 	Assistant Principal	Assistant Principals Social Worker Psychologist Behavior Specialist Guidance Counselors Teen Parent Social Worker Attendance Specialist	Twice a month on Thursday	<ul style="list-style-type: none"> Parent contact effort logged into Focus. Communication sent home to parents. Teen/Truancy Court participants Daily attendance data
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>) <ul style="list-style-type: none"> Department PLCs Academy PLCs 	All Priorities	Focus on curriculum and instruction specific to subject matter To provide/ model school-wide instructional strategies Cross-curricular planning	<ul style="list-style-type: none"> Completing needs assessments Planning agendas Data based decisions Discussing students 	Department Chairs Assistant Principals Academy Leads	Teachers	Weekly via PLC and monthly meetings.	<ul style="list-style-type: none"> Common focused curriculum and best practices that are aligned to the standards Execution of cross-curricular projects, instructional practices, and data chats
6.	Literacy Leadership Team	All Priorities	To provide literacy enrichment opportunities for	<ul style="list-style-type: none"> Annual reading initiatives ELL reading initiative 	Assistant Principals	Media Specialist Tech	Quarterly	<ul style="list-style-type: none"> Mini-assessment data Participation data Teacher grades



	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>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>		students			Coordinator ESOL teacher		<ul style="list-style-type: none"> Increased literacy scores
7.	PBIS Team	All Priorities	To decrease disciplinary concerns and absenteeism	<ul style="list-style-type: none"> Weekly attendance treats Restorative Practices Reflection Essays 	Assistant Principals	Guidance counselors Teachers Behavior Specialist Social Worker	Daily and weekly	<ul style="list-style-type: none"> Restorative practices and reflection essays may be used daily to improved student behaviors and self-management Weekly attendance treats are given to students in the cafeteria each Monday who exhibited perfect attendance the week prior.
8.	Family Engagement Team	All Priorities	To seek parent and community input and support for instruction	<ul style="list-style-type: none"> Recruitment of volunteers and guest speakers Recruitment of Parent Coaches Community Nights 	Principal Assistant Principal Community Liaison	Community partners Families Teachers	Community Nights and parent coaching nights occur once a year. Participating of volunteers and guest speakers are ongoing.	<ul style="list-style-type: none"> Logged Volunteer and guest speaker hours Scheduled, planned, and completed community nights and parent coaching sessions Increase to student achievement based on the input and support of stakeholders
9.	AVID Team	All Priorities	To provide teachers with the support and	<ul style="list-style-type: none"> AVID teachers lead site-based trainings for other 	Principal Assistant	AVID teachers All other	Student registration	<ul style="list-style-type: none"> An increase in students taking



	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
			PD to implement AVID strategies into their classroom To ensure equity among all students	teachers <ul style="list-style-type: none"> Register students for advanced course and/or those with industry certifications 	Principal Guidance Counselor AVID coordinator	teachers	times and ongoing throughout the year	rigorous courses <ul style="list-style-type: none"> Increased student-centric classrooms Increased collaboration and inquiry Increase student achievement and learning gains
10.	Personalized Learning Team	All Priorities	To personalize the learning environment for all students via Leadership strands, AVID, PBL, virtual course, academy model, etc.	<ul style="list-style-type: none"> Leadership pathways (by academy) Project-based learning Competency-based instruction AVID methodologies 	Principal Assistant Principals AVID coordinator Media Specialist PBL lead teachers	All teachers	Ongoing during daily lesson PD on site-based training days and/or after school	<ul style="list-style-type: none"> Teachers are releasing the learning to the students Student become independent learners Increased levels of rigor and authentic engagement
11.	Extended Learning Program Team	Priority 2	To provide students with focused standards based instruction	<ul style="list-style-type: none"> Push-in/Pull-out programs After school tutoring Saturday ELP 	Principal Assistant Principal Content Coaches/ Chairs	Teachers	Daily and on Saturdays throughout the school year	<ul style="list-style-type: none"> Plan instructional activities/lessons After school and Saturday attendance Increased progress monitoring data
12.	GAP Achievement Council	Priority 1	To assist in providing students with focused support instruction that is student-centered with rigor.	<ul style="list-style-type: none"> Extending the school day Mentoring Students Parent coaching / training 	Principal Assistant Principals Academy Leads Content chairs	Faculty, staff, student, parent, and community members	Monthly	<ul style="list-style-type: none"> Data related to council activities

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 a 27% referral risk per student. We expect our performance level to be 17% by May 2019.
2. The problem/gap in behavior performance is occurring because Black students have a referral risk of 47% per student.
3. If Social Emotional Learning/Restorative Practices/Culturally Responsive Instruction would occur, the problem would be reduced by increasing students' school connectedness as evidenced by the International Institute of Restorative Practices.
4. We will analyze and review our data for effective implementation of our strategies by the end of each month.

5. SMART GOAL:

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

The referral rate per capita of black students receiving referrals will decrease from 47% to 27%, as measured by the end of the year referral risk percentage per student data from the School Profile Dashboard.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Assistant Principal (Henderson) and the Behavior Specialist (Oleksy) 	<ul style="list-style-type: none"> • June 18 & 19
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Assistant Principal (Henderson) and the Behavior Specialist (Oleksy) 	<ul style="list-style-type: none"> • June 11-13
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Principal (Mastorides), Assistant Principal (Henderson), and the Behavior Specialist (Oleksy) 	<ul style="list-style-type: none"> • June/July



<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> Principal (Mastorides), Assistant Principal (Henderson), and the Behavior Specialist (Oleksy) 	<ul style="list-style-type: none"> Pre-school, site-based training days, PLCs and faculty meetings
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Principal (Mastorides), Assistant Principal (Henderson), and the Behavior Specialist (Oleksy) 	<ul style="list-style-type: none"> Ongoing throughout school year
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> Principal (Mastorides), Assistant Principal (Henderson), and the Behavior Specialist (Oleksy) 	<ul style="list-style-type: none"> Monthly with PBIS team Monthly with key stakeholders
<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"> Principal (Mastorides), Assistant Principal (Henderson), and the Behavior Specialist (Oleksy) 	<ul style="list-style-type: none"> Monthly with PBIS team and SBLT

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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders (~15 ppl)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers (~10 ppl)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher (~3 ppl)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices – Introduction to Restorative Practices and Using Circles Effectively	Principal, assistant principals, various support staff, and entire instructional staff (~115 ppl)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 90%. We expect our performance level to be 95% by May 2019.
2. The problem/gap in attendance is occurring because the attendance rate for Black students is lower than the school average (88%).
3. If (Social Emotional Learning/Restorative Practices/Culturally Responsive Instruction) would occur, the problem would be reduced by 2% (an increase from 88%-90% attendance rate for Black students).
4. We will analyze and review our data for effective implementation of our strategies by reviewing daily attendance rates in the bi-weekly CST meetings.

5. SMART GOAL:

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

The percent of all students missing more than 10% of the school will decrease from 24% to 14%, as measured by attendance dashboard data.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
- Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Principal and assistant principals	Pre-School, SBLT, and faculty meetings
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Principal, assistant principals, and members of the CST	Admin meetings, CST and SBLT meetings
<i>Develop and implement attendance incentive programs and competitions.</i>	Principal, assistant principal and members of the CST	Admin meetings, CST, SBLT, and faculty meetings
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Principal, assistant principal and members of the CST	Newsletters, Back-to-School Night, New Student Orientation, announcements, Connect Ed calls, and Made it to School Mondays incentive in the cafeteria
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Principal, assistant principal and members of the CST	Admin meetings and CST meetings
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Assistant principal and CST	Bi-weekly in the CST meeting
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Principal, assistant principal, DMT, attendance clerk, and CST members	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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom to create a welcoming student centered classroom that will encourage student attendance.	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID strategies to create a welcoming student centered classroom that will encourage student attendance.	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction to create a welcoming student centered classroom that will encourage student attendance.	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices to create a welcoming student centered classroom that will encourage student attendance.	Principal, assistant principal, and behavioral specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 41.5%, as evidenced in Spring 2018 FSA ELA.
2. We expect our performance level to be 51% by Spring 2019 FSA ELA.
3. The problem/gap is occurring because 10th grade students (37%) are not performing as well as 9th grade students (46%).
4. If teachers create student-centered classrooms with standards-based rigorous instruction using formative assessments to monitor student progress and inform instruction, the problem would be reduced, and 10th grade students achieving proficiency on the FSA-ELA would increase by 10% points, and 9th grade students achieving proficiency on the FSA-ELA would increase by 10% points.

5. SMART GOALS:

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

The percent of 9th and 10th grade students achieving proficiency will increase from 41.5% to 47%, as measured by FSA-ELA.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers meet in PLCs at least once per week to review student work in order to effectively implement remediation through text-dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex texts.	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs
Teachers receive professional development around culturally relevant instruction, such as inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners	Principal Assistant Principal Department Leads Teachers Guidance Team	Monthly in school wide faculty meeting
English language arts (ELA) and reading teachers will follow their respective curriculum guides to ensure a consistent focus on the LAFS.	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs

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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Principal, assistant principal, and behavioral specialist	<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 39%, as evidenced in Algebra 1 and Geometry End of Course Assessments.
2. We expect our performance level to be 46% by May 2019.
3. The problem/gap is occurring because only 27% of students are achieving proficiency on the Algebra 1 EOC exam.
4. If teachers create student-centered classrooms with standards-based rigorous instruction using formative assessments to monitor student progress and inform instruction, the problem would be reduced by 10% and student achieving proficiency on the Algebra 1 EOC would increase by 10% points.

5. SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 39% to 46%, as measured by the spring 2019 Algebra 1 and Geometry EOC exams.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers engage in professional learning around instructional shifts, course standards, state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments.	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs Faculty and Departmental Meetings
Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID’s WICOR learning support strategies.	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs, Faculty and Departmental Meetings
Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs Faculty and Departmental meetings

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Personalized Learning – PBL, competency-based	Principal, assistant principal, academy	<input checked="" type="checkbox"/> Priority 1



Academic Goals

instruction, leadership pathways, and a student centered classroom	leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Principal, assistant principal, and behavioral specialist	<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 54% of students achieving proficiency, as evidenced in 2017-2018 Biology EOC exam.
2. We expect our performance level to be 65% by May 2019.
3. The problem/gap is occurring because instruction in the Biology classrooms needs to reflect rigorous standards-based instruction that is student centered.
4. If teachers create student-centered classrooms with standards-based rigorous instruction using formative assessments to monitor student progress and inform instruction, the problem would be reduced by 10%, and students achieving proficiency on the Biology EOC exam 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 percent of all students achieving proficiency on the Biology EOC exam will increase from 54% to 65%, as measured by the 2018-2019 Biology EOC exam.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies.	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs Department and Academy Meetings
Teachers use district resources and exemplar lessons to support elaboration.	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs
• Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal-setting.	Principal Assistant Principals Department Leads Teachers	Regularly in classroom Quarterly via parent conference days

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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Principal, assistant principal, and behavioral specialist	<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 61% of students achieving proficiency, as evidenced in 2017-2018 US History EOC exam.
2. We expect our performance level to be 71% by May 2019.
3. The problem/gap is occurring because US History classrooms reflect rigorous standards-based instruction that is student centered being implemented in pockets throughout units and the year.
4. If teachers create student-centered classrooms with standards-based rigorous instruction using formative assessments to monitor student progress and inform instruction, the problem would be reduced by 10%, and students achieving proficiency on the US History EOC exam 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 percent of all students achieving proficiency on the US History EOC exam will increase from 61% to 71%, as measured by the US History EOC exam.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Question (DBQ) Project materials, deep-dive documents, and SHEG lessons.	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs
Teachers include AVID strategies into daily lesson plans that support students at all levels. (See AVID in Social Studies instructional strategies matrix for specific recommendations on strategies to implement)	Principal Assistant Principals Department Leads Teachers	Weekly in PLCs Academy, Department and Faculty meetings
Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.	Principal Assistant Principals Department Leads Teachers	Regularly in classroom Quarterly via parent conference days

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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Principal, assistant principal, and behavioral specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 225 minutes physical education per student enrolled in a PE course per week, as evidenced in the number of students taking physical education courses.
2. We expect our performance level to be 225 minutes per student per week for both students taking a PE course and those who are not taking a PE course by May 2019.
3. The problem/gap is occurring because students not enrolled in PE classes are not receiving 225 minutes of physical education/movement per week.
4. If teachers would encourage physical movement, the problem would be reduced because students not enrolled in a PE course would be engaging in accruing minutes towards reaching the goal.

5. SMART GOALS:

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

The number of students engaging in physical education/movement will increase from 225 minutes a week per student enrolled in a PE course to 225 minutes a week for ALL students.

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

- Increase teacher capacity to incorporate movement periodically throughout lessons
- Increase staff and students understanding of the positive cognitive effects of physical movement

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide staff members with mini-trainings and model strategies that can be used within the classroom.	Administration team	PLC's, faculty meeting, and site-based training days
Healthy schools campaign – promotional announcement/activities to encourage both staff and students to engage in a healthy lifestyle that includes physical education/movement.	Cara Swonguer	1 st semester

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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID	<input checked="" type="checkbox"/> Priority 1



Academic Goals

	coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices and circles	Principal, assistant principal, and behavioral specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 88%, as evidenced in the number of students who hold and industry certification, have participated in an advanced course and/or who have taken and passed an AP or AICE exam.
2. We expect our performance level to be 93% by May 2019.
3. The problem/gap is occurring because we are not capturing all students who have AICE/AP/Dual Enrollment potential or those who have not participated in a course that offers a CAPE industry certification.
4. If administrators, counselor, and teacher worked collaboratively to identify, encourage, and support all students with advanced/accelerated coursework potential, the problem would be reduced by 5%.

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 percent of 12th grade students graduating career and college ready will increase from 88% to 93%, as measured by the Graduation Cohort Report – Accelerated in Reporting Services.

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

- Strengthen stakeholders’ understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
- Strengthen stakeholders’ understanding of purpose and value of the SAT Suite of Assessments and resulting data.
- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).

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?
Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy but also not scheduling them above their capacity to be successful	Principal Assistant Principals Guidance Team Graduation Coach Academy Coordinator Teachers	Weekly in Leadership Team meetings
Administrators/Counselors utilize AP potential and the Acceleration Targeting report as data elements that inform the course registration process.	Principal Assistant Principals Guidance Team Graduation Coach Academy Coordinator Teachers	Weekly in Team meetings Monthly in Academy meetings Monthly in Faculty meetings
Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.	Principal Assistant Principals Guidance Team Graduation Coach Academy Coordinator Teachers	Weekly in Team meetings Monthly in Academy meetings Monthly in Faculty meetings



--	--	--

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

- Priority 1
 Priority 2
 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Personalized Learning – PBL, competency-based instruction, Collaborative Structures, Academy methodology and processes, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID Strategies	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Principal, assistant principal, and behavioral specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 94%, as evidenced in Graduation Cohort Report in Reporting Services.
2. We expect our performance level to be 98% by May 2019.
3. The problem/gap is occurring because 6% of the graduating classes missed one or more requirements (credits, GPA, state assessments) for needed for graduation.
4. If administrators, counselors, and teachers work collaboratively to closely monitor and support 12th grade students, the problem would be reduced by 4%.

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 12th grade students graduating on-time with their cohort will increase from 94% to 98%, as measured by the Graduation Cohort Report in Reporting Services.

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?
Reviewing data, and ensuring all students have an individualized plan that is implemented and monitored to fidelity	Principal, Assistant Principals, Guidance Counselors, Academy Coordinator, Graduation Coach	Weekly in team meetings, Monthly in Faculty, Department and Academy meetings,

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training on reviewing cohort, graduation, attendance and behavioral student data (how to access, and how to use it). This will occur in pre-school, and in regular PLCs, Academy, faculty and Departmental meetings.	All administration and faculty	<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 91% , as measured by the FDOE end of year graduation file.
2. We expect our performance level to be 95% by May of 2019.
3. The problem/gap is occurring because 9% of the graduating classes missed one or more requirements (credits, GPA, state assessments) for needed for graduation. .
4. If we develop a learner profile and personalized learning plan for all black students who are not-on-track to graduate would occur, the problem would be reduced by 4%.

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 graduating from high school with their cohort will increase from 91% to 95%, as measured by the FLDOE end of year graduation file.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. <input type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input type="checkbox"/> Ensure equitable representation of black learners in school awards/recognition ceremonies.	<ul style="list-style-type: none"> • Increased graduation rate
Student Achievement	<input type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engage and improve pass rates and grade point averages for black students. <input 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"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<ul style="list-style-type: none"> • Increased graduation rate
Advanced Coursework	<input type="checkbox"/> Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports. <input type="checkbox"/> Ensure equity by providing on-site, college readiness testing in every high school. <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.	<ul style="list-style-type: none"> • Increase percentage of students taking and passing rigorous coursework.
Student Discipline	<input type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional	<ul style="list-style-type: none"> • Increase graduation rate



Subgroup Goals

	<p>competencies.</p> <input type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.	
ESE Identification	<input 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"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase graduation rate
Minority Hiring	<input type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness. <input type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences.	<ul style="list-style-type: none"> Increase graduation rate

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?
<input type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate.	Principal Assistant Principals Graduation Coach VE Specialist Counselors	Regular review - weekly
Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input type="checkbox"/> Ensure equitable representation of black learners in school awards/recognition ceremonies.	Principal Assistant Principals Graduation Coach VE Specialist Counselors	Weekly review

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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices and circles	Principal, assistant principal, and behavioral specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 79% of ESE students are graduation with their cohort, as evidenced in the Graduation Cohort Report in Reporting Services.
2. We expect our performance level to be 84% by May 2019.
3. The problem/gap is occurring because 21% of the graduating cohort is lacking the GPA and/or credits required for graduation.
4. If administrators, counselors, case-managers, and teachers worked collaboratively to closely monitor ESE student academic progress, the problem would be reduced by 5%.

5. SMART GOALS:

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

The percent of 12th grade ESE students graduating on-time with their cohort will increase from 79% to 84%, as measured by the Graduation Cohort Report in Reporting Services.

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

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	ESE Department Chair ESE Case Managers Assistant Principals Teachers	Quarterly
Teach rules and expectations and then provide opportunities for students to show understanding by monitoring their own behavior and/or by responding to positive behavior supports and interventions.	ESE Department Chair Assistant Principals ESE Case Managers Teachers	Quarterly
Teachers receive professional development around culturally relevant instruction, such as inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.	ESE Department Chair Assistant Principals ESE Case Managers Teachers	Quarterly



Subgroup Goals

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Principal, assistant principal, and behavioral specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ELL (Optional, based on school data)

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 92% graduating with their cohort, as evidenced in the Graduation Cohort Report in Reporting Services.
2. We expect our performance level to be 95% by May 2019.
3. The problem/gap is occurring because 8% of ELL students are not meeting the FSA ELA requirement for graduation.
4. If we provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas, the problem would be reduced by 3%.

5. SMART GOALS:

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

The percent of 12 grade ELL students graduating with their cohort will increase from 92% to 95%, as measured by the Graduation Cohort Report in Reporting Services.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide learning opportunities for teachers and staff on the use of the WIDA Elevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.	Principal Assistant Principals ESOL Department Chair Teachers	Faculty Meetings PLCs Department & Academy Meetings
Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas.	Principal Assistant Principals ESOL Department Chair Teachers	Faculty Meetings PLCs Department & Academy Meetings
Teachers receive professional development around culturally relevant instruction, such as inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners	Principal Assistant Principals ESOL Department Chair Teachers	Faculty Meetings PLCs Department & Academy Meetings

8. MONITORING:

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



Subgroup Goals

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
Personalized Learning – PBL, competency-based instruction, leadership pathways, and a student centered classroom	Principal, assistant principal, academy leads, department chairs, and other teacher leaders	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Principal, assistant principal, and behavioral specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Content Specific ELL strategies	Principal, assistant principal, and ESOL staff developer	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> • New Student Orientation • Phone Calls home via Phone Messenger • Quarterly newsletters • Marquee messages • Website • ETornado mail 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Principal's Secretary • Tech Tech 	Summer, Quarterly, and ongoing as needed
2. Provide academic tools to families in support of their students' achievement at home. That specifically address the following questions: <ol style="list-style-type: none"> a. Do I get to learn about a new tip or tool to support my child's learning at home? b. Do I get to practice a new skill or strategy to support my child's learning? c. Do the teachers hear from me about what I know about my child that might help be a better teacher to my child? 	<ul style="list-style-type: none"> • Clever – contain apps that support multiple subject areas (Carnegie, Khan Academy, etc.) 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students. Encourage professional training: Collaborating Success; High Impact Classroom; Family Friendly Training; Dual Capacity Training for Engagement Team.	<ul style="list-style-type: none"> • SAC • PTSA • Clearwater Achievement Council • Booster Organizations (16 total) 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Lead Teachers 	<ul style="list-style-type: none"> • Quarterly



<p>4. Intentionally build positive relationships with families and community partners.</p>	<ul style="list-style-type: none"> • Volunteer breakfast • Clearwater Community Night • College Fair • BLIS Trade Show • Clearwater Achievement Council • Advisory Boards 	<ul style="list-style-type: none"> • Community Liaison • Assistant Principal • PTSA President • Teacher • Principal 	<ul style="list-style-type: none"> • Monthly
--	---	--	---

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
AVID	Principal, assistant principal, AVID coordinator, and AVID teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Emotional Learning (SEL) and culturally responsive instruction	Principal, assistant principal, and lead teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Budget and Other Requirements

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Keith	Mastorides	White	Principal
Mary	Roble	White	Other Instructional Employee
Justine	Delarbe	Hispanic	Parent
Jennifer	Gil	Hispanic	Other Instructional Employee
Gabriel	Timberlake	White	Student
Sandra	Hopkins	Black	Business/Community
Breiona	Hopkins	Black	Student
		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.

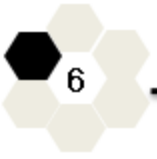
SAC COMPLIANCE

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: 8/23/2018 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	\$ 2,000
	School-wide reading initiative	\$2,000
	[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	\$ 1,063.
	Student incentives including t-shirts, pens, school supplies	\$1,063
	[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]
	[Describe categories on a separate row]	[Insert Amount]
	[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]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$		\$3,063.00