



School Improvement Plan SY 2018-19

Clearwater Intermediate

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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:	Tonya Mitchell	SAC Chair:	
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School Vision	100% Student Success
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School Mission	Teach life skills emphasizing hands on activities, use of technology and building positive relationships
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
219	3	92	68	10	46	0

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

School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Tonya	Mitchell	FT	1-3 years
Equity Champion	Tonya	Mitchell	FT	1-3 years
VE Specialist	Michelle	Byrne	FT	4-10 years
ELL	Antonio	Alphonzo	FT	Less than 1 year
Climate and Culture	Tonya	Mitchell	FT	1-3 years
Assistant Principal	Melissa	Porter	FT	4-10 years
Behavior Specialist	Wayne	McKnight	FT	4-10 years
Counselor	Tandala	Niles	FT	11-20 years
Total Instructional Staff:	5		Total Support Staff:	1



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency in percent total will increase from 28% to 38%

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency in percent total will increase from 28% to 38%

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students achieving proficiency in percent total will increase from 28% to 38%



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 standards based instruction to increase student FSA proficiency	<ul style="list-style-type: none"> • Training on Lesson Planning Resources, • Preconference, • Weekly instructional reports, • Prep PLC agendas 	Principal Assistant Principal Curriculum Specialist Teacher Leaders	Leadership Team	Weekly	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
2.	Tier 3 Problem-solving Team	All Priorities	To increase academic proficiency	<ul style="list-style-type: none"> • Review and monitor the Rubric using restorative practices 	Behavior Specialist	All Staff	Weekly	<ul style="list-style-type: none"> • Decrease in behavior referrals • Increase in academic proficiency
3.	Equity Team	Priority 3	Embrace diversity in all population	<ul style="list-style-type: none"> • By attending, developing, and disseminating information to create a culturally diverse environment. 	Principal	All Staff	Monthly	<ul style="list-style-type: none"> • Decrease referrals dealing with disrespect • Number of bullying incidents will decrease



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
4.	Child Study Team	All Priorities	By May 2019 the attendance specialist will decrease the number of students absent from school by 10%.	Child study teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending school. Completion of the PSW	Attendance Specialist, Counselors, Social Worker	All Staff	Twice a month	<ul style="list-style-type: none"> Child Study Minutes and PSW worksheets Completion of attendance letters
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	<i>Increase instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> Review data from student assessments, behavior calls, and teacher lesson planning. 	Department Head	All Staff	Weekly	<ul style="list-style-type: none"> Increase in student FSA scores. Increase in student achievement
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	Improve instruction, leadership, systems and culture and climate	<ul style="list-style-type: none"> WICOR strategies Costa's taxonomy school wide Notetaking Continuous focus on college and career 	Literacy Team	All staff	Monthly	<ul style="list-style-type: none"> Lesson planning Observations Walkthroughs Posted evidence of Costa's and evidence on scales/ learning boards
7.	PBIS Team	All Priorities	To provide a safe, healthy, and secure learning environment.	<ul style="list-style-type: none"> School-wide values are respect, responsibility, Honesty and motivation. 	Behavior Specialist Admin	All Staff	Daily	<ul style="list-style-type: none"> Decrease the number of safety concerns throughout the school year. Improve the efficiency of school safety procedures.



Continuous Improvement

	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"> • Creating a safe environment for students and staff. • We will deliver this theme consistently throughout school year using character development. • School-wide expectations are reinforced on a daily basis between staff and students. • • 				<ul style="list-style-type: none"> • Increase positive referrals and incentives
8.	Family Engagement Team	All Priorities	To increase parent involvement and awareness	<ul style="list-style-type: none"> • Parent Meetings • School Messenger • New Letters • Orientation 	Various	All Staff Parents	On-Going	<ul style="list-style-type: none"> • Increase the number of parents that attend parent events and open house. • Increase the number of parents completing Surveys throughout the year



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 below desired expectation. We expect our performance level to be at or above the desired expectation by May 2019.
2. The problem/gap in behavior performance is occurring because of lack of culturally relevant classroom management
3. If (fidelity in the behavior management) would occur, the problem would be reduced by 30% the reduction in class/campus disruption data (from 75 referrals; 2016-2107 to 107 referrals; 2017-2018. *(include data to validate your hypothesis.) (include data to validate your hypothesis.)*)
4. We will analyze and review our data for effective implementation of our strategies by the end of each marking period.

5. SMART GOAL:

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

The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 60% to 30%, as measured by the end of the year ODR data from the School Profile Dashboard.

6. STRATEGIES:

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

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

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>	• Principal	• Summer
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Principal, Behavior Specialist, ESE Teacher, Curriculum Specialist	• Summer
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• RP Team	• Preschool and Throughout year
<i>Conduct learning opportunities.</i>	• RP Team	• Preschool and Throughout year
<i>Monitor and support staff for implementation with fidelity.</i>	• RP Team	• Preschool and Throughout year



Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> RP Team 	<ul style="list-style-type: none"> Preschool and Throughout year
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> RP Team 	<ul style="list-style-type: none"> Preschool and Throughout year

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

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
Monthly 40 and out to support Restorative Practice	All Instructional Staff and Teacher assistants	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PD opportunities for Successful Behavior Management	All Instructional Staff and Teacher assistants	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 88%. We expect our performance level to be at or above 90% by May 2019.
2. The problem/gap in attendance is occurring because lack of engagement.
3. If more improved engagement between school and home) would occur, the problem would be reduced by 50%.
4. We will analyze and review our data for effective implementation of our strategies by end of each marking period.

5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 43% to 20%, 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.

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

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

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Child Study Training and Meeting	Staff	<input 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 it is occurring.

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW: FSA, Formative Assessments, Walk-through data, PLCs and Collaborative Planning Documents

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 23% of ELA learning gains, as evidenced in Spring 2018 FSA ELA.
2. We expect our performance level to be 40% by Spring 2019 FSA ELA.
3. The problem/gap is occurring because learning target and task are not aligned to the standard.
4. If more student-centered thinking/learning would occur, the problem would be reduced by 17%.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 23% to 40%, as measured by 2019 Spring ELA FSA.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ELA and reading teacher receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.	Administration team, ELA Department Chair	On going
Teachers meet in PLCs at least once per month to review academic strategies	Administration team, ELA Department Chair	On going
Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction.	Administration team, ELA Department Chair	On going

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
See PD calendar for ELA and Reading Teachers	ELA and Reading Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing onsite PD with District Staff Developer to enhance staff capacity	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW: FSA/EOC, Formative Assessments, Walk-through data, PLCs and Collaborative Planning Documents

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 32%, as evidenced in Spring 2018 Math FSA.
2. We expect our performance level to be 50% by Spring 2019 Math FSA.
3. The problem/gap is occurring because learning target and task not aligned to the standard.
4. If more student-centered thinking/learning would occur, the problem would be reduced by 50%.

5. SMART GOALS:

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

The percent of all students achieving math proficiency will increase from 32% to 50%, as measured by 2019 Spring Math FSA.

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

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

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

WHAT	WHO	WHEN
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.	Math Department Chair	On going
Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting	Math Teachers	On going
Administrators monitor implementation of the district pacing and district adopted curricular materials. Monitors classroom, provide constructive feedback to teachers	Administrator	On going

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Mathematics teachers and administration will actively participate in weekly PLCs with a strong emphasis to be placed on planning for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning support strategies, and formative strategies (that extend beyond traditional tests and quizzes).	Math Teachers and Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW: EOC, Formative Assessments, Walk-through observation, PLCs and Collaborative Planning Documents

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 2% proficient, as evidenced in 8th grade 2018 FSA Science Assessment.
2. We expect our performance level to be 20% proficient by May 2019.
3. The problem/gap is occurring because learning target and task not aligned to the standard..
4. If more student-centered thinking/learning would occur, the problem would be reduced by 50%.

5. SMART GOALS:

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

The percent of all students achieving Science proficiency will increase from 2% to 20%, as measured by 2019 Spring FSA Science.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the Science standards and by incorporating AVID’s WICOR learning support strategies.	Science Department Chair	On going
Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting	Science teachers	On going
Administrators monitor implementation of the district pacing and district adopted curricular materials. Monitors classroom, provide constructive feedback to teachers	Administrators	On going

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Science teachers and administration will actively participate in weekly PLCs with a strong emphasis to be placed on planning for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning	Science Teachers and Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

support strategies, and formative strategies (that extend beyond traditional tests and quizzes).		
Ongoing onsite PD with District Staff Developer to enhance staff capacity	Science Teachers and Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW: EOC, Formative Assessments, Walk-through observation, PLCs and Collaborative Planning Documents

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3% proficient, as evidenced in 2018 Spring FSA Civics Results.
2. We expect our performance level to be 20% 3 and above by May 2019.
3. The problem/gap is occurring because learning target and task not aligned to the standard.
4. If more student-centered thinking/learning would occur, the problem would be reduced by 17%.

5. SMART GOALS:

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

The percent of all students achieving proficiency will increase from 3% proficient to 20% proficient, as measured by 2019 Spring FSA Civics EOC.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards and by incorporating AVID’s WICOR learning support strategies.	Social Studies Teacher and Administrators	Ongoing throughout the year based on PLC meeting schedule
Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID’s WICOR learning support strategies and create instructional materials (including learning goals and scales) aligned to the rigor of content benchmarks.	Social Studies Teacher and Administrators	Ongoing throughout the year based on PLC meeting schedule
Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Question (DBQ) Project materials, deep-dive documents, and SHEG lessons.	Social Studies Teachers (with support available from staff developer and content specialist)	Ongoing (each unit of study) based on availability of resources described in the strategy
Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.	Social Studies Teacher	At minimum- quarterly based on cycle data
Teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.	AP over Social Studies (with support available from staff developer and content specialist)	See PD calendar for dates of trainings; PLC menu for site based offerings



Academic Goals

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
Social Studies teachers and administration will actively participate in weekly PLCs with a strong emphasis to be placed on planning for students to engage in complex tasks that are aligned to the content standards, incorporating AVID’s WICOR learning support strategies, and formative strategies (that extend beyond traditional tests and quizzes).	Social Studies Teachers and Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW: Future plans assessment

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3 out of 6, as evidenced in Healthier Generation’s Healthy Schools Program Assessment Module.
2. We expect our performance level to be Bronze by Spring 2019.
3. The problem/gap is occurring because inconsistencies in assessment items to determine the most feasible items to improve in one module to achieve recognition level.
4. If consistency would occur, the problem would be reduced by 50%.

5. SMART GOALS:

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

The number of Healthier Generation Assessment modules completed for national will increase from 4 to 5.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Healthy schools team meets to oversee school health and safety policies and programs.	Health School Representative; healthy school team	4 times a year
Ensure implementation of local policies to meet Bronze recognition	Health School Representative; healthy school team	4 times a 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
Collaborate with District healthy schools representative	Healthy Schools Team, Admin Department Chair persons	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<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 below the desired level, as evidenced in FSA Spring 2018 results.
2. We expect our performance level to be at or above the desired level by May 2019.
3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.
4. If curriculum alignment to standards it not being implemented with fidelity would occur, the problem would be reduced by 50%.

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 achieving level 2 or higher will increase from below the desired level to at or above the desired level, as measured by FSA Spring 2019 results.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increasing the lines of communication through progress monitoring to ensure a higher rate of cohort graduation
Student Achievement	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase in student performance by remediate and enrich students' success in the classroom, which will help meet course passing. • Increasing class and home partnership which will result in higher student achievement
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Discipline	<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 type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Building relationships to reduce disciplinary infractions • Proactive approach to provide consistency to all staff to ensure school expectations are effectively taught
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Preventive approach to ensure the over identification of one target area does not occur.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants.	<ul style="list-style-type: none"> • Increase the chances of having a diverse teaching staff



	<input checked="" 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"/> Choose Strategy	<ul style="list-style-type: none"> Recognition of personal bias and implementation of strategies to increase student achievement
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7. MONITORING: These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Conduct learning opportunities.	RP Team	Preschool and Throughout year
Monitor and support staff for implementation with fidelity.	RP Team	Preschool and Throughout year

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 40 and out to support BTG	All Instructional Staff and Teacher assistants	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PD opportunities for Successful Behavior Management	All Instructional Staff and Teacher assistants	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2018 results..
2. We expect our performance level to be at or above the desired level by May 2019..
3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity..
4. If curriculum alignment to standards it not being implemented with fidelity would occur, the problem would be reduced by 50%.

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 ESE students achieving level 2 or higher will increase from below the desired level to at or above the desired level, as measured by FSA Spring 2019 results.

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).

Choose Strategy

Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will plan with ESE teachers to incorporate reading and writing strategies in the classrooms that support individual plans of students with disabilities.	Instructional staff	Monthly
Provide professional development to staff on inclusive practices for SWD in the classroom.	VE Specialist	Preschool and Monthly

2. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
See PD calendar	Instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2018 results..
2. We expect our performance level to be at or above the desired level by May 2019..
3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity..
4. If curriculum alignment to standards it not being implemented with fidelity would occur, the problem would be reduced by 50%.

5. SMART GOALS:

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

The percent of ELL students achieving ELA proficiency will increase from below the desired level to at or above the desired level, as measured by May 2019.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- 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?
ELA and reading teacher receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.	ELA Department Chair	On going
Teachers meet in PLCs at least once per month to review academic strategies	ELA Department Chair	On going
Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction.	ELA Department Chair	On going

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
See PD calendar for ELA and Reading Teachers	ELA and Reading Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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"> • Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards). • Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc. • Parent/family meetings/webinars to communicate school and classroom processes 	<ul style="list-style-type: none"> • Curriculum Specialist and Family Liaison 	<ul style="list-style-type: none"> • On-Going
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher. • Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. • Provide families/parents with academic tools/ resources on a regular basis 	<ul style="list-style-type: none"> • Curriculum Specialist and Family Liaison 	<ul style="list-style-type: none"> • On-Going
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations that promote parent advocacy. • Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals 	<ul style="list-style-type: none"> • Curriculum Specialist and Family Liaison 	<ul style="list-style-type: none"> • On-Going



<p>4. Intentionally build positive relationships with families and community partners.</p>	<ul style="list-style-type: none"> • Develop and implement activities to build respect and trust between home and school • Conduct home visit to increase relationships between teacher and family/parent • Increase positive interaction with parents/families on a regular basis. • Utilize focus groups to gather parents and family input for development of school improvement. 	<ul style="list-style-type: none"> • Curriculum Specialist, Social Worker and Family Liaison 	<ul style="list-style-type: none"> • On-Going
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5. MONITORING:

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

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Equity in Education, Collaborating Success: High Impact Classroom; Family Friendly Training; Dual Capacity Training for Engagement Teams	Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Tonya	Mitchell	Black	Principal
Michelle	Byrne	White	Teacher
Megan	Simmons	White	Teacher
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
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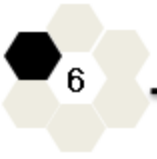
SAC COMPLIANCE

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

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

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

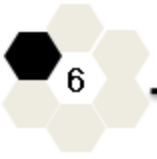
Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

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

Budget Categories		Amount
1.	Academic Support	\$ 68,240.75
	Curriculum Specialist	66,849.83
	School Improvement	1,390.92
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	\$ [117, 581.21]
	Classroom Instructional Materials	14,300
	Central Printing	3,281.21
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.)	\$ 10,953.04
	Travel, Registration, Professional Resources	5,200
	Substitutes	3,550.75
	Stipends	2,202.29



Budget and Other Requirements

6.	Other (please list below)	\$ 2,500
	Capital Overlay	2,500
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 99,275		