School Improvement Plan
SY 2018-19

COUNTRYSIDE HIGH SCHOOL

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

Table of Contents

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:	Gerald M. Schlereth	SAC Chair:	Michael Pate

School Vision	The vision of Countryside High School is that teachers will provide the opportunity for all students to be successful learners and to become active participants in our society by creating a safe learning environment and building positive relationships.

School Mission	At Countryside High School, SUCCESS is our goal. We will provide the tools and instruction needed for the success of our students.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1948	68	214	433	67	1163	3

School Grade	2018:	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	54	46	44	44	60	69	73	74	49	55	83	85
Learning Gains All	51	47	48	39								
Learning Gains L25%	40	34	41	33								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Gerald	Schlereth	FT	11-20 years
Equity Champion	Gerald	Schlereth	FT	11-20 years
ESE	Ute	Bennett	FT	4-10 years
ELL	Rick	Amstutz	FT	11-20 years
Climate and Culture				
Assistant Principal	Frederick	Whitaker	FT	4-10 years
Assistant Principal	Lonnette	Alexander	FT	1-3 years
Assistant Principal	Brad	Bernstein	FT	Less than 1 year
Assistant Principal	Erin	Overall	FT	Less than 1 year
Total Instructional Staff: 97		Total Support Staff: 53		

⬡ **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 student-centered with rigor , then the percent of all students achieving ELA proficiency will increase from 54% to 61%

2. Priority 2: Conditions for learning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving Math proficiency will increase from 44% to 50%

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students graduating will increase from 87% to 91%

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	*Monitor instructional implementation of grade-level standards, rigor, student centered learning, and relationship building to increase student FSA and Math proficiency*	• *Training on Lesson Planning Resources,* • *Preconference,* • *Weekly instructional reports,* • *Prep PLC agendas* •	Principal	Assistant Principals, department leaders, AVID Site Team	Weekly	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language to include student centered learning, and teacher relationship building plan.*
2.	Tier 3 Problem-solving Team	All Priorities	Increase student attendance and proficiency in Math, Science, FSA, US History	• Child Study Team and SBLT • Training pre school • Restorative practice	Administration	Administration, Guidance, Social Worker, Attendance Specialist, SBLT	Monthly	• Achieve 95% + attendance for all students • Student course failures 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
3.	Equity Team	All Priorities	To support a school wide effort to make a strong, maintainable and effective Racial Equity Team to ensure racial equity and opportunity for all students	• Aligning with district efforts to implement the bridging the gap plan Policy to eliminate racial disproportionality in graduation and discipline rates • Build capacity amongst staff to effectively transform equity mindset • Seek participation of all stakeholders as the school works through policies and procedures	Administration	All stakeholders	Monthly	• Gap in attendance, course failures, and graduation rate decreases.
4.	Child Study Team	All Priorities	Increase student attendance and proficiency in Math, Science, FSA, US History	• Restorative practice • School communication with parents regarding absences: Teacher contacts parent, then guidance, then Administration	Administration, guidance	Admin, guidance, student, parent	monthly	• Increase in attendance rate with an increase in student's grades • Decrease in non-excused absence codes • List of interventions to remove barriers from attending school • Increased parental participation in Teen Court (if required)

	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
				• Parent teacher conference scheduled				• Increased monthly attendance by grade level (measured & celebrated monthly on • UPC announcements & a school bulletin • board)
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Monitor instructional implementation of grade-level standards, rigor, student centered learning, and relationship building to increase student FSA and Math proficiency	• Student data chats • PLC's • Lesson sharing/collaboration • Monthly meeting with Principal	Principal	Principal Department Heads	Monthly	• Increase in proficiency rates on common assessments, attendance, decrease in discipline • Increase in classroom rigor and student-centered learning activities.
6.	Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).*	All Priorities	Same as SBLT	•				•
7.	PBIS Team	All Priorities	Decrease the % of students in grades 9-12 who earn 10 or more referrals from 5% in 17-18 to 2% in 18-19.	• Continue to develop the PBIS which encourages students to make good choices	Administration	Administration Teachers	Monthly	• Decrease in referrals and school incidents • Decrease in bullying/harrassment reports

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				• Continue to implement restorative practices with focus on teacher led restorative practice in the classroom • Provide professional development and classroom management trainings during PLC's on culturally responsive behavior and Restorative practices. • Tier 2 interventions will be initiated and maintained by the respective assistant principal				• Student & Parent feedback through survey results
8.	Family Engagement Team	All Priorities	To increase the number of parents who have access to the school's communication means, Website, Portal as well as	• The registration process for students new to Countryside will include the opportunity for parents to become	• Admin • Family Community Liaison	• Admin • Teachers	Ongoing	• Increase in number of parents signed up for parent portal • Increase in number of parents attending engagements nights: Open house, back to

	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
			increase in attendance of open house nights. Increasing family engagement has a direct impact on student achievement is a major priority at Countryside.	registered on FOCUS and to explain the information available on that site as well as the access information for the school website. • School wide phone messages will include reminders for parents to sign up for parent FOCUS and to communicate regularly with their child's teachers regarding progress. • Teachers are strongly encouraged to building class portal websites to share class information. • The designated Assistant principal for the 12th grade cohort has access to edit the website to update the 12th grad On-Track				school night, freshman orientation, graduation awareness nights, curriculum nights.

	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
				program information. Our On-Track program will be hosting multiple graduation awareness nights, and conferences with each off-track senior. • College and Career fair is held annually at Countryside • Great American teach in				

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 5% of students received 10 or more referrals. We expect our performance level to be 2% by the end of semester 1.
2. The problem/gap in behavior performance is occurring because students lack the social communication skills to effectively manage conflict resolution.
3. If school wide restorative practice would occur, the problem would be reduced by 3%, as evidenced by decrease in students with 10 or more behavioral referrals from 5% to 2%.
4. We will analyze and review our data for effective implementation of our strategies by monthly review of discipline and bullying, and mediation reports while collaborating and problem solving through SBLT and PLC's.

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 all students receiving referrals will <u>decrease from</u> 33% to 10%, as measured by monthly incident data reports..

6. **STRATEGIES:**

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

☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.

☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

☒ 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?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Administration, Principal	• Pre-school training
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Administration	• Summer 18
Develop school-wide roll-out and development plan of RP/SEL.	• Administration team	• Begin during pre-school training
Conduct learning opportunities.	• Administration	• On-going
Monitor and support staff for implementation with fidelity.	• Administration	• On-going

Review student and teacher data for trends and next steps.	• Administration	• Monthly
Update school-wide plan monthly. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Administration	• Monthly

8.   MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Family Engagement Strategies	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Classroom Management/Relationship building, Best Classroom Management Practices-MTSS	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

⬡ **B. Conditions for Learning: Attendance**

REFLECTION (4-Step Problem-Solving):
1. Our current attendance rate is 94.1%. We expect our performance level to be 95.1% by the end of the first 9 weeks.
2. The problem/gap in attendance is occurring because lack of student motivation and parental communication.
3. If restorative practices would occur, the problem would be reduced by developing student teacher relationships to motivate students to attend class..
4. We will analyze and review our data for effective implementation of our strategies by quarterly monitoring of attendance data to identify students who miss the entire school day and those that are skipping specific periods.

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 29% to 24%, 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.

☐ Choose Content Strategy

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal	Pre-school training, ongoing as needed
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Assistant Principal in charge of Child Study Team	August, roll out to begin school year
Develop and implement attendance incentive programs and competitions.	Assistant Principal in charge of Child Study Team	August, roll out to begin school year
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Assistant Principals, Principal, Guidance and Teachers	During Freshman orientation, locker assignment days, Back to School Nights, Curriculum nights, Graduation Awareness Nights
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Assistant Principal in charge of Child Study Team	Monthly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Assistant Principal in charge of Child Study Team, Social Worker, Attendance Specialist, Guidance Counselor, Psychologist	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Attendance Specialist	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
Restorative Practice: RP team will train staff on RP whole school implementation during pre-school	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Framework: Admin team will train teachers on changes in the evaluation process and rubric.	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID Strategies school wide	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLCs: Focus on student's data sharing, best practices, student centered curriculum sharing, Project Based Learning, and more.	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Graduation requirements & On-track program methods for increasing students focus on goal setting their senior year	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
MTSS: Changes and review	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Office 365: Refresh on Facilities Calendar use	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
SIP Training: Focus on current SIP goals, how can all staff be a part of increasing student proficiency in all school grade cells?	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Safety Training: Overview of safety process/procedures, changes to entry procedures, and all safety procedures.	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Parental Communication: How can teachers increase communication with the parents, to problem solve attendance, behavioral and performance issues in the classroom.	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ 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 though the problem-solving and gap analysis processes.

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

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

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when 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 54% proficiency and 51% made learning gains, as evidenced in FSA ELA results.
2. We expect our performance level to be 58% scoring proficient and 55% of 9th and 10th grade students making learning gains by 2019 Spring FSA ELA results.
3. The problem/gap is occurring because students need to know their current level of performance and areas in need of improvement.
4. If individual student data chats would occur, the problem would be reduced by increasing student FSA ELA proficiency level and student learning gains and proficiency would increase by 4%.

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 FSA ELA proficiency will increase from 54% to 58%, as measured by Spring 2019 FSA ELA results.

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

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

☒ 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?
English teachers are to hold Data Chats with students. All students should have data chats within the first month of the school, and a minimum of once per quarter, reading teachers may choose to meet more frequently regarding progress and current/past performance on ELA assessments and in class progress. a. Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place to increase each student's proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during the data chats after each cycle assessment. Differentiation will include culturally responsive AVID strategies and pre-vetted lesson plans that are connected to the curriculum pacing guide.	English department heads, all English teachers, Assistant Principal in charge of ELA department.	Quarterly
The teacher and students will work together in developing student success goals. Goals should be both long and short term and accessible by administration. These goals should be referenced by the student and teacher on a regular basis and updated to show progress monthly. These goals can incorporate into teacher's current methods of recording and tracking student progress.	English department heads, all English teachers, Assistant Principal in charge of ELA department.	August, then ongoing monitoring

Teachers engage in close reading of complex text along with text-dependent questions, higher order responses and performance tasks aligned to Language Arts Florida Standards (LAFS).	English department heads, all English teachers, Assistant Principal in charge of ELA department.	Weekly
Teachers will stay in communication with parents regarding student progress. If a student is not attending the teachers class, not completing regular work and performance is at a level that will cause the student to fail a marking period, the teacher must communicate any behavioral, attendance and or academic deficiencies with the parents. It is highly encouraged that teachers obtain their students' parents email addresses in order to more efficiently and regularly communicate with parents. Parents do have access to Portal, but not all parents check this, teacher communication is crucial in the success of our students.	All teachers	Weekly
Teachers will develop and employ unit plans based solely on standards-Based Instruction for Learning, and develop standards-based learning goals and scales used to monitor the progress of their students growth on standards based learning.	All teachers, AP monitoring for implementation and feedback	weekly
Social Studies teachers incorporate instructional activities (DBQ's) that support student success with the LAFS within the Social Students curriculum.	Social Studies with support/collaboration from English department.	Weekly
Teachers engage in instruction that meets the necessary DOK level of rigor for students to obtain proficiency on the EOC. • AP to develop rigor guide for all curriculum for teachers to utilize to ensure curriculum activities are aligned appropriate to the DOK levels and the course standards.	AP in charge of Social Studies	Daily
History teachers engage in writing instructions that aligns to the FSA ELA writing rubric standards via DBQ essays. • AP to develop a writing across all content area guide for teachers to use in helping incorporate effective, purposeful writing in all content areas to increase all students FSA ELA proficiency and learning gains.	AP in charge of Social Studies	Weekly

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
AVID Strategies	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLC's: Focus on beginning of the year data chats and student goal setting, and standards based instructional planning, and standards based instructional goals and scale setting.	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
SBLT: Focus on results and collaboration on progress of ELA goals	SBLT	☒ Priority 1

		☒ Priority 2
		☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 48% learning making learning gains, as evidenced in ▯▯Mathematics FSA EOC assessments.

2. We expect our performance level to be 52% achieving proficiency by 2019 FSA Mathematics EOC results.

3. The problem/gap is occurring because student attendance and lack of attending ELP/tutoring to work on deficiencies.

4. If data chats and student goal setting would occur, the problem would be reduced by increasing student proficiency and student learning gains would increase by 4%.

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 scoring proficient will increase from 44% to 48%, as measured by2019 Mathematics FSA EOC results.

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.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place in order to increase each student's proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during data chats after each cycle assessment.	Assistant principal in charge of Math department, Math department head, Math teachers	August, then quarterly (as cycle results completed)
Teachers will stay in communication with parents regarding student progress. If a student is not attending the teacher's class, not completing regular work and performance is at a level that will cause the student to fail a marking period, the teacher must communicate any behavioral, attendance and or academic deficiencies with the parents. It is highly encouraged that teachers obtain their student's parents email addresses in order to more efficiently and regularly communicate with parents. Parents do have access to Portal, but not all parents check this, teacher communication is crucial in the success of our students.	All teachers	Weekly
Teachers will continually monitor student progress through analyzing student formal and informal assessment results. Data chats must be held with students identifying areas in need of improvement and provided additional assistance to increase performance levels of the weak areas.	Assistant principal in charge of Math department, Math department head, Math teachers	Daily monitoring of student progress,
Math teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase	Assistant principal in charge of Math	Weekly

student achievement. Differentiation will include culturally responsive AVID strategies.	department, Math department head, Math teachers	
Teachers will meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks.	Assistant principal in charge of Math department, Math department head, Math teachers	Monthly
Teachers will develop and employ unit plans based solely on standards-Based Instruction for Learning, and develop standards-based learning goals and scales used to monitor the progress of their student's growth on standards based learning.	Teachers, Administration-monitor and provide feedback	Weekly
Teachers will continue to collaborate with district math coaches and attend district offered professional development opportunities as it relates to designing quality lessons and instructional practice which will promote highest student achievement in math related courses	Assistant principal in charge of Math department, Math department head, Math teachers	Quarterly
Teachers engage in instruction that meets the necessary DOK level of rigor for students to obtain proficiency on the EOC. • AP to develop rigor guide for all curriculum for teachers to utilize to ensure curriculum activities are aligned appropriate to the DOK levels and the course standards.	AP in charge of Social Studies	Daily
History teachers engage in writing instructions that aligns to the FSA ELA writing rubric standards via DBQ essays. • AP to develop a writing across all content area guide for teachers to use in helping incorporate effective, purposeful writing in all content areas to increase all students FSA ELA proficiency and learning gains.	AP in charge of Social Studies	Weekly

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
Pre School Math district wide training	All Math teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLC's: Focus on beginning of the year data chats and student goal setting, and standards based instructional planning, and standards based instructional goals and scale setting.	All Math teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
SBLT	All Math teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Training provided by district math coach and supervisor to support teachers in implementing standards-based instruction and best instructional practice.	All Math teachers.	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID Strategies	All Math teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60% proficiency, as evidenced in Biology EOC achievement.
2. We expect our performance level to be 65% by Spring 2019 Biology EOC results.
3. The problem/gap is occurring because instruction needs to be student centered with standards based instructional focus on meeting the deficiency needs of the students not making learning growth based on the standards based learning goals and scales, cycle assessments and daily progress monitoring.
4. If instructional differentiation and student goal setting through data chats, along with regularly parent communication would occur, the problem would be reduced by increasing proficiency and student learning gains would increase by 5%.

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 scoring proficiency on Biology EOC will Choose an item. from 60% to 65%, as measured by Biology EOC achievement levels.

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.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Science teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement. Teachers will meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks.	All science teachers, PLC leaders, SBLT collaboration, AP in charge of Science department	Monthly, more as needed
Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place to increase each student's proficiency levels on the cycle assessments. Differentiation will include culturally responsive AVID strategies. The cycle assessment data will be shared with students during the data chats after each cycle assessment with standards-based goal setting developed.	All science teachers, AP in charge of Science department	Quarterly
Teachers will stay in communication with parents regarding student progress. If a student is not attending the teacher's class, not completing regular work and performance is at a level that will cause the student to fail a marking period, the teacher must	All science teachers	On-going

communicate any behavioral, attendance and or academic deficiencies with the parents. It is highly encouraged that teachers obtain their students' parents email addresses in order to more efficiently and regularly communicate with parents. Parents do have access to Portal, but not all parents check this, teacher communication is crucial in the success of our students.		
Teachers will develop and employ unit plans based solely on standards-Based Instruction for Learning, and develop standards-based learning goals and scales used to monitor the progress of their students growth on standards based learning.	All teachers, AP monitoring for implementation and feedback	
Teachers engage in instruction that meets the necessary DOK level of rigor for students to obtain proficiency on the EOC. • AP to develop rigor guide for all curriculum for teachers to utilize to ensure curriculum activities are aligned appropriate to the DOK levels and the course standards.	AP in charge of Social Studies	Daily
History teachers engage in writing instructions that aligns to the FSA ELA writing rubric standards via DBQ essays. • AP to develop a writing across all content area guide for teachers to use in helping incorporate effective, purposeful writing in all content areas to increase all students FSA ELA proficiency and learning gains.	AP in charge of Social Studies	Weekly

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
The Biology teachers and 9th grade Earth Space science teachers will attend the spring DWT and be encouraged to attend quarterly district wide PLC's.	All science teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID strategies	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
SBLT	SBLT members	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 73% proficiency, as evidenced in US History EOC results.
2. We expect our performance level to be 80% by Spring 2019 US History EOC results.
3. The problem/gap is occurring because student motivation and attendance is hindering proficiency results.
4. If student data chats and regular standards based goal setting would occur, the problem would be reduced by increasing student proficiency levels and student learning gains would increase by 7%.

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 will increase from 73% to 80%, as measured by Spring 2019 US History EOC results.

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

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers incorporate instructional activities that support student success with the LAFS within the Social Studies curriculum, via Document Based Question (DBQ) Project materials. Social Studies teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement. Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks. Teachers will evaluate cycle assessment results and determine areas in which differentiation and alternative instruction need to take place to increase each student's proficiency levels on the cycle assessments. The cycle assessment data will be shared with students during the data chats after each cycle assessment. • Content clarification report released after each US cycle assessment. (Highlighting for schools, individual areas/benchmarks with the most potential for growth) • Loading US mini assessments into Unify (open all year) for teachers to receive data on EOC aligned questions during each unit • Doc-a-day resource for benchmark content review with student tracking sheet (US History)	AP in charge of Social Studies department, All Social Studies teachers	Weekly

• Teacher & student Data Chats (district and/or school PLC) conducted with Unify reports to target benchmarks in need of remediation after each cycle assessment. After each Cycle assessment the AP in charge of US History will meet with all US History teachers as a group to conduct data chats and collaboratively come up with an instructional plan that focuses on the yellow and red benchmarks.		
Teachers will stay in communication with parents regarding student progress. If a student is not attending the teachers class, not completing regular work and performance is at a level that will cause the student to fail a marking period, the teacher must communicate any behavioral, attendance and or academic deficiencies with the parents. It is highly encouraged that teachers obtain their students' parents email addresses in order to more efficiently and regularly communicate with parents. Parents do have access to Portal, but not all parents check this, teacher communication is crucial in the success of our students.	AP in charge of Social Studies department, All Social Studies teachers	Weekly
Teachers engage students in culturally responsive instructional (CRI) practices that support movement, collaboration, and accountable talk using the WICOR learning support structure to raise achievement levels and close the achievement gap in social studies. • AVID Alignment in all curriculum guides with a focus on inclusion of strategies for movement, collaboration, and accountable talk • AVID WICOR survey conducted to determine needs by school and district • AVID unit planning calendar modified to include WICOR and CRI focus strategies • Identifying instructional materials that represent history from diverse perspectives • **ELL data training to include student specific data chats with a focus on differentiation strategies for ELL students.**	AP in charge of Social Studies department, All Social Studies teachers	Weekly
Teachers engage in instruction that meets the necessary DOK level of rigor for students to obtain proficiency on the EOC. • AP to develop rigor guide for all curriculum for teachers to utilize to ensure curriculum activities are aligned appropriate to the DOK levels and the course standards.	AP in charge of Social Studies	Daily
History teachers engage in writing instructions that aligns to the FSA ELA writing rubric standards via DBQ essays. • AP to develop a writing across all content area guide for teachers to use in helping incorporate effective, purposeful writing in all content areas to increase all students FSA ELA proficiency and learning gains.	AP in charge of Social Studies	Weekly

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
Pre-school DWT Social Studies training	All Social studies teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AVID strategies	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLC's: Focus on standards-based assessment review resources: Doc-a-day, Data chats, Unify, cycle reports.	All US History teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 4 out of 6 modules, as evidenced in Health Schools Program Assessment.

2. We expect our performance level to be Bronze Level recognition by May 2019.

3. The problem/gap is occurring because the school was eligible for 4 out of 6 Alliance for Healthier Generation's Healthy Schools Program Assessment modules.

4. **SMART GOALS:**

The number of Healthy School Program Assessment Modules eligible for national recognition will increase from 4 to 5.

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

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student. Principal Aug	**Principal**	**August 2018**
Healthy school team will complete necessary healthy school activities throughout the year to meet Healthy school's assessment modules criteria for bronze level.	Anita Steers, Healthy schools team	On going
Attend district-supported professional development	Healthy school team	August 2018-april 2019
Complete healthy schools program assessment	Health school team	Sep 2018
Develop and implement healthy school program action plan	Healthy school team	Oct 2018-april 2019
Update Healthy schools program assessment and apply for recognition if possible	Healthy school team	Complete by April 1 2019

7. **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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy schools program training, comp # 19545	health school team members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy school team a: assessment comp 19534	Healthy school team members	
Healthy school program b: smart snacks in school component 19549	Healthy school team members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy school team c: developing and implementing action plan component 20528	Healthy school team members	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Healthy school team d: celebrations component 20530	Healthy school team members	

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40% achieving learning gains in L25, as evidenced in FLDO EOC assessment data.
2. We expect our performance level to be 50% by May 2019.
3. The problem/gap is occurring because lack of student motivation.
4. If restorative practices would occur, the problem would be reduced by developing stronger student/staff relationships and student learning gains would increase by 10% making learning gains.

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 in the L25% making learning gains will increase from 40% to 50%, as measured by FLDO EOC assessment data.

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

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide teachers with academic supports to differentiate instruction so students are successful in the course the first time to decrease the number of F's each 9 weeks in order to keep the students motivated to succeed.	Administration	On-going
Communicate academic resources to parents using multiple media sources, including parent conferences, phone conferences, student conferences, progress letters home and email progress letters home.	Administration, Guidance, Teachers	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
Restorative Practices In the classroom training	All teachers	☒ Priority 1, 2, 3
Differentiated instruction training	All teachers	☒ Priority 1, 2, 3
Standards based instruction training	All teachers	☒ Priority 1, 2, 3
Culturally Relevant and Responsive instruction: Through SBLT, PLC's, All staff training during staff meetings, and teacher/AP feedback sessions.	All teachers	☒ Priority 1, 2, 3

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 49%, as evidenced in acceleration percentage for 2018.
2. We expect our performance level to be 65% by May 2019.
3. The problem/gap is occurring because of a decrease in certifications and AP students.
4. If an increase acceleration opportunities would occur, the problem would be reduced by more students obtaining certifications and enrolled in acceleration qualified courses.
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 all students that are college and career ready will increase from 49% to 65%, as measured by passing an industry certification, earning a 3 or higher on AP test or passing a dual enrollment course.

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

☒ Enhance access to opportunities for students to engage in advanced/acceleration coursework.

☒ Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).

☒ Strengthen teacher implementation of rigorous instructional practices.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Recruit non-academy students to participate in certification preparation courses.	APC, ISTEM teachers	Each semester, on-going recruiting.
Counselors will review every senior's path to college and career readiness and monitor progress towards meeting one of the three measures (cert., AP, Dual Enrollment); acceleration opportunity will be noted on student graduation checklist forms for all students in all grades.	Guidance	Semester
Any 10-12th grade student with a GPA of 2.5 or better will be encouraged to participate in The College Experience (SLS1101); any 11th or 12th grader with a GPA of 3.0 or better will be encouraged to participate in a Dual Enrollment level class either on-campus or off-campus.	Guidance, APC	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
PLC's	Monthly	☒ Priority 1, 2, 3
Demo day	Quarterly	☒ Priority 1, 2, 3
Strategy Walk Participation	Quarterly	☒ Priority 1, 2, 3

H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 87%, as evidenced in 2018 current graduation rate.
2. We expect our performance level to be 91% by end of school year 2019.
3. The problem/gap is occurring because lack of attendance and student motivation.
4. If attendance and number of students attending Apex would increase, the problem would be reduced by increasing graduation rate 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 all students graduating on-time with their cohort will increase from 87% to 91%, as measured by FLDOE final graduation file.

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

☒ Intensify graduation committee focus on data to plan interventions and supports for individual students.

☒ Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.

☒ Strengthen staff ability to engage students for on-track promotion throughout high school.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Continue implementation of the On-track graduation program to include focus on the following items: • Increasing teacher communication with parents regarding students' progress prior to a student failing a marking period. Training will be provided to address methods to increase communication. In addition to on-going parental communication, guidance will contact parents of those seniors who have failed a course each 9 weeks. • Monitoring data and communicating to stakeholders regularly: Administration and guidance will utilize the 365 online cohort monitoring report to input tracking and conference/contact notes in addition to code changes for each student for all cohorts. Mr. Whitaker will maintain the site and edit to reflect new or withdrawn students, as well as keep all data updated. If guidance or admin conference/call any students not on track for graduation, notes and date of conference will be updated in the off-track intervention log in 365. • Off-track mentoring: Teachers will have view access to see their student's graduation requirements and to use for mentoring guides with their off-track senior mentee. All off-track seniors will be assigned a staff mentee.	Mr. Whitaker, Admin, Principal, Guidance	Daily, monthly

• Post-graduation requirements on the school website and On-track program website. Posters in student areas throughout the school along with a banner in the concourse to promote on-track awareness. • Host a graduation awareness night, graduation/scholarship night • Incentive program for ON-tack seniors through the on-track program include incentives for those seniors on-track and incentives for those off-track to become on track include but are fluid: On-track t-shirt (with all senior's signature on the graduation year), in school performances, on-track senior/faculty basketball game, prize giveaways, grad bash, senior spots, special treats, participation in other senior activities is limited to only on-track seniors. • Individualized Off-track letters sent home to parents with student requirements needed to graduate. Letters sent home in August/September and twice 2ⁿᵈ semester (January & March). Conferences will also be held and documented for all off-track seniors in August & September, if parent cannot make the conference in addition to the letter being sent home they will receive a phone contact discussing the student's grad requirements.		
Guidance, DMT, and administration regularly monitor and assess the graduation cohort for each grade level ensuring all black students have the necessary interventions and resources to graduate. After each semester, the guidance counselors will run a report showing all black seniors who have failed a course needed for graduation. The guidance counselor will contact the parent and student to inform them of the failure and either schedule the needed course re-take the following semester or enroll the student in ELP credit recovery.	Guidance, Admin	

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
Pre-school training to all staff on ON-track program to include emphasis on mentoring, awareness of their seniors requirements to gradate, and on-going communication with guidance and parents regarding those seniors not academically being successful in their class.	All staff	☒ Priority 1 ☒ Priority 2 ☒ 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 80% black graduation rate, as evidenced in graduation cohort report as of 6/27/18.
2.   We expect our performance level to be 95% by end of school year 2019.
3.   The problem/gap is occurring because lack of student attendance and motivation.
4.   If student attendance would increase, the problem would be reduced by 15%.
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 80% to 95%, as measured by 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	☒ Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. ☒ 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. ☒ Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate.	• Increase black graduation rate from current (6/27/18) 80% to 95%
Student Achievement	☒ Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT). ☒ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives to increase student engagement. ☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	• Increase black student's proficiency rates in FSA ELA, Alg 1 EOC, US History and increase percent of black students enrolled in AP, honors and dual enrollment courses.
Advanced Coursework	☒ Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. ☒ Ensure equity by providing on-site, college readiness testing in every high school. ☒ 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.	• Increase percent of black students enrolled in advanced coursework.

Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school. ☒ Conduct monthly discipline disparity/restorative practices training with school administrators.	• Decrease suspension numbers of black students, decrease referral numbers of black students, and amount of time served in IC or ABS.
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☒ Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. ☒ Choose Strategy	• Increase ESE graduation rate from 72% to 80%
Minority Hiring	☒ Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. ☒ Utilize supports from district office to support the recruitment and retention of black applicants. ☒ Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscientious bias, equity and excellence and cultural responsiveness.	• Increase number of minority teachers to better develop relationships with minority students.

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?
MTSS and administration regularly monitor and assess grade reports each reporting period for each grade level ensuring all black students showing two (2) or more Ds and/or Fs in a CORE course will be conferenced with to determine the necessary **interventions and resources to pass the semester.**	MTSS Administrator, MTSS Team, Teachers	Monthly
Monitor Early Warning Indicators & develop action plans for improvement. Utilize school-based adult and student leadership teams: On-track, Cougar U, Peer2Peer	Administration	monthly
Establish a personalized profile and create a graduation plan for those black juniors & seniors who are not on track for graduation to meet graduation requirements	Guidance	**Monthly**
Develop relationships with students and increase parental communication between the teachers and parent regarding all progress in class.	**Teachers, Admin**	**On-going**
Black Graduation awareness night	**Admin**	**Semester**

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

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
DWT pre school	All teachers	☒ Priority 1, 2, 3
Culturally relevant curriculum	All teachers	☒ Priority 1, 2, 3
On-track program: Mentoring, relationships, communication	All teachers	☒ Priority 1, 2, 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 ELA gains is 39 %, as evidenced in 2018 School Profile Report. [OBJ]
2. We expect our performance level to be 45% by the end of the school year.
3. [OBJ]The problem/gap is occurring because of the lack of adequate accommodations and modifications in curriculum.
4. [OBJ]accommodations and modification in curriculum[OBJ]implementing effective accommodations and modifications[OBJ]

5. **SMART OALS:**

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

[OBJ] Tpercent[OBJ]ELL[OBJ]increase[OBJ]39%[OBJ]45%[OBJ]end of school year[OBJ].

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?
Staff development in curriculum accommodations and modifications.	ESOL Department with ESOL administrator	Once a quarter during faculty meetings.
Staff development in interpreting the WIDA Access assessment data; and applying strategies based on the data.	ESOL Department and Department Heads	During PLCs
Effective communication between content and ELL teachers.	All Staff	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
ESOL teachers will work with faculty on specific strategies for accommodations and modifications, in addition to sharing district ESOL toolkits. AVID strategies will be implemented as a way to differentiate and gain academic language.	All instructional staff	☒ Priority 1, 2, 3
ESOL teachers will present lessons on interpreting data and applying strategies based on the WIDA Access test results at faculty meetings.	All instructional staff	☒ Priority 1, 2, 3
ESOL teachers and Bilingual Assistants will work with content area teachers as needed.	All instructional staff	☒ Priority 1, 2, 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.	• Teachers will communicate via phone or email progress updates to parents with a focus on communication to parents prior to a student failing a marking period and prior to a student receiving a behavioral referral. Our focus is being proactive and not reactive in our communication regarding behavior, progress and attendance. • Progress reports are sent home each 4 weeks to freshman parents • Guidance counselors and administration review course failures and make contact with parents via conference, phone call or letter home after a student has failed a course and communicated the effects on their On-track status and how to make up the credit if they have failed the semester. • Open House night • Curriculum night • On-track/Graduation Awareness nights • Freshman Orientation • Locker Assignment days	• Administration, teachers, Guidance	• On-going
2. Provide academic tools to families in support of their students' achievement at home.	• Parent Portal access is continually stressed upon parents to gain access to any opportunity Administration, Teachers, Guidance and office staff have, and this includes: Daily interaction with parents, at Open Houses, Curriculum nights, On-Track awareness nights, Freshman Orientation, Locker assignment days. Parent Portal access is also highlighted in our monthly newsletter, website and marquee. • Teachers utilize class websites to post assignments, notes and class information.	• Administration, office staff, teachers, guidance	• On-going

3. Purposefully involve families with opportunities for them to advocate for their students.	• Parent/Student teacher conferences with all off-track seniors • On-going parent teacher conferences with students not progressing academically • Parent shadowing opportunities provided • AVID Road to College and Career Series of Presentations	• Guidance, Administration, Teachers, AVID Site Team	•
4. Intentionally build positive relationships with families and community partners.	• Great American Teach In • Annual College and Career Fair • Annual Relay for Life event • Regularly lease classrooms, media center, Auditorium, fields to community for events.	• Volunteer Coordinator, Administration	•

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
Faculty Meetings: Regularly address teacher/parent communication	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLC's: Collaboration amongst teachers regarding student/parent communication	Teachers, administrators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Gerald	Schlereth	White	Principal
Christie	Vroman	White	Support Employee
Michael	Pate	White	Business/Community
Alexandra	Davis	Hispanic	Parent
Ellen	Lasher	White	Parent
Anna	Sophia Landa Cruz	Hispanic	Student
Jack	Yongue	White	Teacher
Patrice	Stanton	Black	Teacher
Dave	Sobush	White	Business/Community
		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: 8/14/2018   ☐ 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**	$ **$3500.00**
	AVID and Literacy Training	$1500.00
	Paying for waivers for students to take the ACT/SAT for acquiring a concordant score	[$2000.00]
2.	**Behavioral Support**	$ **$1500.00**
	providing incentives for positive behavior supports for student behavior	[$1500.00]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	$ **$1500.00**
	[Classroom materials to assist teacher in improving instructional strategies]	$1500.00
	[Insert materials on a separate row]	[Insert Amount]
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **$1500.00**
	Teacher registration for programs or workshops	$1500.00
	[Describe each type on a separate row]	[Insert Amount]
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ [OBJ]**$1500.00**
	TDE's for staff to have an opportunity for collaboration in planning instruction.	$1500.00
	[Describe categories on a separate row]	[Insert Amount]
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL $ **$9500.00**		