School Improvement Plan
SY 2018-19

DUNEDIN HIGH SCHOOL

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Continuous Improvement

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

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

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

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

A. Vision and Direction

School Profile

Principal:	Kyle R. Johnson	SAC Chair:	Dorothy Hemond

School Vision	100% Student Success

School Mission	The Mission of Dunedin High School is to prepare students for post-secondary opportunities while assisting students to develop integrity, respect, and social responsibility.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1375	45	156	338	55	778	3

School Grade	2018: C	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	44	38	33	29	56	51	74	67	55	41	89	86
Learning Gains All	47	34	38	34								
Learning Gains L25%	41	40	34	35								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Kyle	Johnson	FT	4-10 years
Equity Champion	Wendy	Hutkin	FT	4-10 years
ESE	Kiersten	Moundros	FT	4-10 years
ELL	Jennifer	Orecchio	FT	1-3 years
Climate and Culture	Alford	Ryan	FT	1-3 years
Assistant Principal	Nicole	Gallucci	FT	1-3 years
Assistant Principal	Matthew	Warner	FT	1-3 years
Assistant Principal	Stephanie	Davis	FT	1-3 years
Assistant Principal	Chris	Settle	FT	1-3 years
ATotal Instructional Staff:	64		Total Support Staff:	55

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 will be actively engaged and proficiency scores will increase from current levels to 10 points higher for each proficiency score

2. Priority 2: Equity

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support equity , then the percent of all students failing 1 or more classes will decrease from current levels to 10% less.

3. Priority 3: Standards-based planning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students passing their classes will increase from current levels to 10 % higher.

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 to increase student FSA proficiency*	• *Training on Lesson Planning Resources,* • *Preconference,* • *Weekly instructional reports,* • *Prep PLC agendas*	Principal	APs, department chairs, champions	Twice monthly day TBD	• *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 assist any students that is struggling and needs extra assistance	• We will work on each student on a case by case basis	AP and Counselor	Social Worker, Psychologist, teachers AP, Counselor	Weekly day is TBD	• Minutes and an improvement of the student's behavior and grades
3.	Equity Team	Priority 2	To ensure all students are able to learn in all classes in an	• Training the teachers in Restorative Practices so	RP & Equity team	All Staff	Preschool and monthly	• Training in RP and/or in Growth mindset will be

	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
			accepting and inviting environment.	they are better able to treat all students equitability				scheduled and given monthly
4.	Child Study Team	All Priorities	To improve student attendance	• Meeting twice a month to go over any student that has been indicated.	Administrator	Team members including teachers Social Worker, Psychologist, Counselors.	Twice monthly dates tbd	• Meeting minutes and improved attendance
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	Priority 1&3	There are some things that need to be done through departments but SBLT will be the main data assessment committee	• Meeting once a month to look over data and other issues.	Principal	Department Chairs	Once a month meetings	• Meeting minutes
6.	Literacy Leadership Team SEE SBLT	Choose an item.	Same at SBLT	•	Principal Johnson			•
7.	PBIS Team	Priority 2	To help keep students engaged in their learning	• Through the Falcon Bucks program	AP Davis	All faculty	Daily	• Meeting Minutes
8.	Family Engagement Team	Priority 3	To keep parent involved in their child's education	• Through PTSA and SAC meetings	AP for application programs	Volunteer coordinator, all teachers, counselors APs	Twice a month	• Meeting minutes

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is a 27.7% referral risk rate. We expect our performance level to decrease by 36.1% (17.7) which is comparable to the district average.
2. The problem/gap in behavior performance is occurring because inadequate teacher-student relationships and administrator student relationships.
3. As DHS trains the Faculty in Equity, Restorative Practices, SEL, and CRT a reduction in referrals over all will occur, the problem would be reduced to an equitable rate where black students will receive referrals at a rate equal to their percentage of the school population, approx.. 13%.
4. We will analyze and review our data for effective implementation of our strategies each quarter to check overall and AA number of referrals.

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 the current referral rate of 1.11 per student to under 1.0 per student. , as measured by data from the school profiles.

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	• Chris Fowler-Lead • Kyle Johnson-Principal • Stephanie Davis-AP • Brandt Robinson • Carole Robinson • Meredith Cappel • Athina Smalios • Jennifer Wolf	• 8-3-18 • 8-9-18 • Monthly trainings will take place after the school year begins.

	• Rebekah Kershaw	
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Chris Fowler • Brandt Robinson • Carole Robinson • Athina Smalios • Rebekah Kershaw • Jennifer Wolf • Stephanie Davis • Kyle Johnson	• All of these people have taken the RP training this year.
Develop school-wide roll-out and development plan of RP/SEL.	• All members of the team	• July 2018
Conduct learning opportunities.	• All members	• Starting in pre school, dates above
Monitor and support staff for implementation with fidelity.	• Team leaders	• ongoing
Review student and teacher data for trends and next steps.	• Admin. Using walkthroughs and lesson plans	•

Update school-wide plan on a monthly basis.
    • *Celebrate areas of growth*
    • *Update strategies for areas of improvement*
	•	•

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
RP PD will occur for 6 hours during preschool and then again for 6 hours on October 15 pro-ed day for 6 hours	All Faculty	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 90.64% daily. We expect our performance level to be 92% by end of the 2018-19 school year.
2. The problem/gap in attendance is occurring because there is no gap only 18 Black students missed 10% that is 2.4% of the entire student population.
3. If the school (teachers, counselors,APs, etc.) contacting the home after every 3 absences would occur, the problem would be reduced by at least a 2% increase in the daily attendance rate.
4. We will analyze and review our data for effective implementation of our strategies by seeing the daily attendance rate at the end of each quarter.

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 10% of the day in a school year will decrease from 29.96 to 25%, as measured by the end of the school year 2018-2019.

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

☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Administration, SBLT	At SBLT and CST Meeting
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	AP Davis	At CST Meeting
Develop and implement attendance incentive programs and competitions.	AP Davis	At CST Meeting
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administration, SBLT	At CST Meeting
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Administration, SBLT	At CST Meeting
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	MTSS Committee	At CST Meeting
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administration and Sr. DMT	At CST 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
If students feel they are valued and they can have a "fair" chance of academic success then hopefully they will attend school more.		☐ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ 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, Measureable, Actionable, Realistic, and Timely).

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

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

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

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

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 44%, as evidenced in 2017-18 ELA FSA.
2. We expect our performance level to be 54% by end of the 2018-19 school year.
3. The problem/gap is occurring because our L25 is at a 39% learning gain, which needs to increase.
4. If student centered lessons would occur, the problem would be reduced by 3-4% and student learning gains would increase by 10%.

5. **SMART GOALS:**

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

The number of all students making a proficient score on the ELA FSA will increase from 44 to 54, as measured by the spring 2019 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.
☒ Strengthen staff practice to utilize questions to help students elaborate on content.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers have common planning and PLC's to create standards-based lessons	APs	Bi-weekly
Professional development is provided to analyze data to identify areas for differentiation and remediation.	AP's, coaches, and Department chairs	quarterly
Teachers will meet in PLC's to align rigorous standards-based lessons with the DHS cross-curricular blueprint.	AP's, SBLT	Monthly

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional Development offered by the district (Core Connections, District offerings through PLN)	ELA and Reading teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLC meetings with Department Chair and periodic District Coaches.	ELA and Reading teachers	☒ 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 33, as evidenced in our FSA proficiency score.
2. We expect our performance level to be 43 by the 2019 FSA scores.
3. The problem/gap is occurring because a low pass rate in Algebra 1a & 1b.
4. If student centered lessons would occur, the problem would be reduced by 10% and student learning gains would increase by 10 points.

5. **SMART GOALS:**

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

The number of all students taking a math FSA will increase from 33 to 43, as measured by FSA Algebra 1 and Geometry tests.

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?
PLCs will address the strategies listed above	AP for Math, PLCs	weekly
Lesson plans will have the above listed strategies imbedded in them	AP will check plans	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
PD sessions with coaches	Teachers APs Coaches	☒ 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 percent proficiency, as evidenced in FSA 2018 score.
2. We expect our performance level to be 66 percent by spring of 2019.
3. The problem/gap is occurring because of a lack of rigor in instruction.
4. If student centered lessons would occur, the problem would be reduced by improving the rigor in lesson planning and student learning gains would increase by 10 points.

5. **SMART GOALS:**

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

The number of all students passing the Biology FSA will increase from 56 to 66, as measured by Spring 2019 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?
Regular meetings with AP and Coach	AP	Every two weeks
Common plan period to facilitate planning standards based lessons	AP	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
PD on Restorative Practices and Equity will be done on a monthly basis.	Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PD on Biology is provided by the district.	Teachers AP	☒ 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 74, as evidenced in History FSA.
2. We expect our performance level to be 84 by Spring 2019.
3. The problem/gap is occurring because we need to improve standards-based planning
4. If standards-based planning would occur, the problem would be reduced by 8% and student learning gains would increase by 6 points or 6% from 74% to 80%. Instruction would match testing items

5. **SMART GOALS:**

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

The number of all students passing the History state EOC will increase from 74 to 84, as measured by Spring 2019 History 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.

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

☒ Strengthen staff practice to utilize document based questions to help students elaborate on content.

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?
Common planning period for better standard based lessons	AP	Weekly
Review general student deficiencies in areas to target re-teaching	U.S. History Teachers	Quarterly
Application of document based analysis	Social Studies PLC	Biweekly

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**
History PD is provided by the district regularly	US History Teachers	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Provide PD focused upon data analysis using cycle assessments.	US History and all Social Studies teachers.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Common planning data chats to discuss standard-based planning and common standards across content	All history teacher	☐ 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 2 Healthier Generation's Healthy Schools Program Assessment modules, as evidenced in the Healthy Schools Program.
2. We expect our performance level to be 3 Modules by the end of the year.
3. The problem/gap is occurring because more modules need to be completed.
4. If an increase in modules would occur, the problem would be reduced by no longer being deficient in mocules.

5. **SMART GOALS:**

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

> The number of Healthier Generation's Healthy Schools Program Assessment modules will increase from 2 to 3 modules.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
☐ Choose Strategy
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Healthy School Team will work with Faculty and students	Ms. Loundsbury	Continually throughout the 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
Healthy Schools Program modules will be offered.	Faculty and students	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 55 points, as evidenced in the 2018 school grade calculations.
2. We expect our performance level to be at least 60 by end of the school year.
3. The problem/gap is occurring because students are .
4. If monitoring student progression would occur, the problem would be reduced by increasing the percentage of students successfully completing accelerated courses, advanced coursework, and industry certification from 77% to 89%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 89%, as measured by course completion and industry certification data.

The number of all students earning a certification or completing an AP course or a DE course will increase from 55 to 60, as measured by School Grade data.

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.
☒ Strengthen teacher implementation of rigorous instructional practices.
☐ 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?
Counselors will track their students courses and progress	Dr. Gallucci	On going
Improve identification and informing of students across multiple subgroups who have the ability to complete accelerated coursework.	Counselors/ Teacher recommendation	During course selection
Increase AVID elective enrollment and AVID schoolwide	AVID Site Team	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
AP teacher data chats		☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Schoolwide/Department Professional Development		☒ Priority 1 ☒ Priority 2 ☐ Priority 3

H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 89 percent, as evidenced in FLDOE final graduation files.
2. We expect our performance level to be 90 percent by the end of this school year.
3. The problem/gap is occurring because we need to improve student centered learning.
4. If student centered learning would occur, the problem would be reduced by 1%, helping us meet our 90% goal.

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 89% to 90%, as measured by FLDOE final graduation files.

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 Beyond the Classroom interventions for at-risk black students not on-track to graduate	Dr. Gallucci and Dr. Hutkin	Ongoing
Run reports for parent contacts and encourage calls home for those not on-track.	Mr. Johnson & Guidance	Quarterly
Invite all students that are behind in credits and/or have not passed EOC's required for graduation to participate in the ELP program.	AP's	Quarterly
Place all students in Reading Classes that have not passed the FSA or earned a concordant score	Dr. Gallucci	Each Semester
Review quarterly report card data to identify at-risk students	AP's	Quarterly

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development related to engaging students through student-centered lessons with rigor.	AP's	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Data chats incorporated into lesson planning	AP's and Department Chairs	☒ 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 33.3 percent ELA proficiency between black and non-black students, as evidenced in the 2018 School Profile Report.
2. We expect our performance level to be less than 23 percent by the end of the 2018-19 school year.
3. The problem/gap is occurring because Restorative Practices and focus on student individual needs are not fully implemented.
4. If Restorative Practices and focus on student individual needs would occur, the percent of black students achieving ELA proficiency will increase by 10 percent.
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 ELA proficiency will increase from 16 percent to 26 percent, as measured by the 2018 School Profile Report.

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	☒ Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. ☒ 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. ☒ Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans.	• Increase graduation rate of 87%
Student Achievement	☒ 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. ☒ Support teachers by providing professional development on building relationships and sharing student data with black families. ☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	• Increase ELA – 23% • Increase Algebra – 23%
Advanced Coursework	☒ 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. ☒ Support teachers by providing professional development on building relationships and sharing student data with black families. ☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	• Increase HS Accelerated 16% • Increase HS Honors 18%

Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy	• Decrease # referrals – 23% • Decrease # OSS – 28%
ESE Identification	☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• Maintain District results – 21% •
Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy	Instructional Staff – 5 members

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?
Invite all black students that are behind in credits and/or have not passed EOC's required for graduation to participate in the ELP program.	Mr. Warner & Dr. Gallucci	Weekly
Continue implementation of Beyond the Classroom interventions for at-risk black students not on-track to graduate	Dr. Gallucci and Dr. Hutkin	Ongoing
Implement Equity and Excellence programing and Restorative Practices	RP Committee, Equity Team	Preschool and monthly

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Train all staff in Restorative Practices and Equity practices	All faculty	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 20% proficiency in ELA for ESE students, as evidenced in the School Profile Report.
2. We expect our performance level to be 30% proficiency in ELA by the end of the 2018-2019 school year.
3. The problem/gap is occurring because Restorative Practices and focus on student individual needs are not fully implemented.
4. If Restorative Practices and focus on student individual needs are not fully implemented would occur, the problem would be reduced by 10%.

5. **SMART GOALS:**
    *   The number of ESE students achieving proficiency in ELA will increase from 20% to 30%, as measured by the School Profile Report.

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).

☒ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

☒ 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.

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?
Invite all ESE students that are struggling in ELA, to individualized learning programs and offer support in areas of need.	Ms. Davis and Ms. Moudros	Ongoing
Implement Equity and Excellence programing and Restorative Practices	Ms. Davis and Ms. Moudros	Ongoing

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
Professional development related to engaging students through student-centered lessons with rigor.	AP's	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Data chats incorporated into lesson planning focusing on ESE students.	AP's, Department Chairs, and Professional Development.	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

C. ELL (Optional, based on school data)

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5% achieving proficiency in ELA, as evidenced in 2018 School Profile Report.
2. We expect our performance level to be 10 students by the end of the 2018-2019 school year.
3. The problem/gap is occurring because there is a need to refocus on the needs of students from other cultures through restorative practices and student centered learning.
4. If Restorative Practices and student centered learning would occur, the problem would be reduced by the end of the School year 2018-2019.

5. **SMART GOALS:**

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

The number of ELL students achieving proficiency in ELA will increase from 3 to 10, as measured by 2018 School Profile Report.

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.
☐ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

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?
Professional development related to engaging students through student-centered lessons with rigor.	Ms. Davis and Ms. Orrechio	Ongoing
Data chats incorporated into lesson planning	Ms. Davis and Ms. Orrechio	Ongoing

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
Professional development related to teaching ELL students through student-centered lessons with rigor.	AP's, Department Chairs, and Professional Development.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Data chats incorporated into lesson planning focusing on ELL students.	AP's, Department Chairs, and Professional Development.	☒ Priority 1 ☒ Priority 2 ☐ 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.	• Regular contact by phone - new phone system • Monitoring FOCUS updates • Progress reports every 4 weeks	Kyle Johnson Assistant Principals	• As needed
2. Provide academic tools to families in support of their students' achievement at home.	• Ensure students have access to Kahn Academy and College Board • Schoolwide information nights	• Assistant Principals • AP Teachers	• September/October • January/February
3. Purposefully involve families with opportunities for them to advocate for their students.	• PTSA/SAC meetings- guest speakers/presentation • Fundamental parent requirements	• Kyle Johnson	• Monthly
4. Intentionally build positive relationships with families and community partners.	• Family/Parent nights (Back to school night, Fundamental/AVID night)	• SBLT	• Twice per semester

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
A Professional Development opportunity will be offered to the faculty inviting members of the community to instruct the faculty on involvement and inclusion of stakeholders from inside and outside the school.	All Faculty.	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Dorthy	Hemond	White	Business/Community
Kyle	Johnson	White	Principal
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

☐ Yes, Committee Approval Date: Click or tap to enter a date.   ☐ No
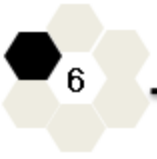
⬢ BUDGET / SIP FUNDS

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

Budget Categories		Amount
1.	**Academic Support**	$ **[Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	**Behavioral Support**	$ **[Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	$ **[Insert amount for category]**
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **[Insert amount for category]**
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ **[Insert amount for category]**
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]

	[Describe each on a separate row]	[Insert Amount]
TOTAL $ [Insert total estimated SIP Budget]		