



School Improvement Plan SY 2018-19

EAST LAKE 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.



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Mrs. Carmela Haley	SAC Chair:	Mark Ondash
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School Vision	100% Student Success
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School Mission	East Lake High School will develop productive and responsible students who are prepared for post-secondary education, the workforce, and citizenship.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
2193	86	93	275	81	1656	2

School Grade	2018: A	2017: A	2016: B	Title I	NO
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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	71	70	61	70	82	79	85	87	66	63	97	96
Learning Gains All	57	59	53	59								
Learning Gains L25%	61	61	41	54								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Carmela	Haley	FT	4-10 years
Equity Champion	Heather	Wiseman	FT	4-10 years
ESE	Melissa	Kennedy	FT	1-3 years
ELL	Sebastian	Young	FT	Less than 1 year
Climate and Culture	Amanda	Amburgey	FT	4-10 years
Assistant Principal	Shawn	Anderson	FT	4-10 years
Assistant Principal	Katie	Csaszar	FT	Less than 1 year
Assistant Principal	Dwight	Latimore	FT	4-10 years
Assistant Principal	Kris	Toscani	FT	4-10 years
Total Instructional Staff:	96		Total Support Staff:	16



B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively analyze data in PLCs to identify areas of need and implement standards-based planning , then the percent of all students achieving proficiency will increase from 74.75 to 85%.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement standards-based instruction , then the percent of all students achieving proficiency will increase from 74.75% to 85%.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies and Equitable Grading which support student-centered learning with rigor , then the percent of all students achieving proficiency will increase from 74.75% to 85%.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT	All Priorities	Monitor instructional planning and implementation of grade level standards to increase student FSA, Algebra, Geometry, US History, and Biology assessment proficiency.	<ul style="list-style-type: none"> • Training on PLCs • Training on Lesson Planning, Resources • Weekly Instructional reports • Prep PLC Agendas 	Principal	Assistant Principal(s) Department Chairs	Second Tuesday Daily during observation Monthly during instructional rounds	<ul style="list-style-type: none"> • Lesson planning and plans aligned to the standards, with targets and performance scales • Planned PLCs with lesson plan study • Planned and completed student work requiring practice with complex text
2.	MTSS-Tier 3 Problem-solving Team	All Priorities	Increase the use of Restorative Practices to increase the amount of instructional time and subsequently reduce the number of discipline referrals.	<ul style="list-style-type: none"> • Pre-School PD • Ongoing PD on Restorative Practices • PD on Classroom Management and Engagement (Rigor) 	Katie Cszaszar-AP	Assistant Principals Guidance Counselors Behavior Specialist Social Worker School Psychologist	1 st and 3 rd Thursday of the month	<ul style="list-style-type: none"> • FOCUS Data will show a decrease in the number of students failing classes. • FOCUS Data will show a decrease in the number of discipline referrals.



	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	Increased engagement and representation of the community served will result in higher achievement rates, increased daily attendance and increased school satisfaction.	<ul style="list-style-type: none"> Monitor all minority students and subgroups Provide a translator and/or mentor Improved climate and culture 	Amanda Amburgey	Equity Team Members AP Guidance SW Psychologist Behavioral Specialist	Monthly Meetings	<ul style="list-style-type: none"> FOCUS Data The number of students with over 20 days absent and the number of discipline referrals will decrease by 10 percent per month.
4.	Child Study Team	All Priorities	Increase the average daily attendance rate and reduce the number of students with 10 or more absences. Improved attendance will increase academic performance.	<ul style="list-style-type: none"> Classroom Management Plans clearly posted-and consistent by grade level and department Team will provide PD to teachers to help establish and maintain a positive classroom environment. Increased use of Tier 2 and 3 strategies. 	Katie Cszasz	All Grade Level Teams and Instructional Staff	2 nd and 4 th Thursday of the month	<ul style="list-style-type: none"> The monthly average of referrals to the Child Study Team will decrease by 20%. The observed use and documentation of Tier 2 and 3 strategies will increase by 20% per month.
5.	Grade Level Teams and Content Area Departments	All Priorities	Core Instruction aligned to Florida Standards -Increase learning opportunities with rigor and relevance. -USE CPALMS and other instructional resources	<ul style="list-style-type: none"> PD on Grade Level Teams PD on CPALMS 	Assistant Principal(s) Guidance Counselors	All teachers have been assigned to a Grade Level Team	Weekly Meetings by Grade Level	<ul style="list-style-type: none"> Grade Level Agendas and Minutes will be posted to the ELHS SharePoint site. Observational data will evidence trends in classroom management and



	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
								instructional strategies observed.
6.	Literacy Leadership Team	All Priorities	Increase the use of Literacy Strategies in all content area classrooms.	<ul style="list-style-type: none"> • PD on effective literacy strategies • PD on Resources for Literacy Strategies • Instructional Rounds to observe Literacy Strategies in the classroom. 	Jennifer Anderson Amanda Amburgey	LLT to Provide PD to all instructional staff	Monthly LLT Meetings	<ul style="list-style-type: none"> • Observational data will evidence trends towards an increased use of literacy based instructional strategies in all content area classrooms. • The increased use of Literacy Strategies will result in increased performance on the ELA assessments.
7.	Family Engagement Team	All Priorities	Build positive relationships with the community and families through increased communication and engagement opportunities.	<ul style="list-style-type: none"> • School marquee • School website and newsletter • Twitter/Facebook • Back to School Night • Discovery Nights • Peach Jar Flyers • Connect-Ed Phone Calls • District Information Fairs 	Principal	Family Engagement Team Members	Daily updates to the appropriate information source	<ul style="list-style-type: none"> • Increased partnerships to increase student learning experiences. • Increased partnerships and community collaboration • Increased volunteer and mentor participation • 100% engagement for all students
8.	PBIS/Character Education Team	All Priorities	The Focus will be on the prevention of behavioral issues with a Tiered	School wide implementation of	Business and ELA Reading Departments-	Business Department Teachers	Monthly	<ul style="list-style-type: none"> • 100% Engagement for all students- Survey data 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
			System of behavioral supports.	restorative practices. Student recognition Restorative circles	Chair Lynn Feters-Business AP-Dwight Latimore ELA Chair-Jennifer Anderson	ELA Reading Teachers		evidence all students involved in at least 1 school activity <ul style="list-style-type: none"> Reduction in the monthly average discipline referrals Reduction in annual number of bullying/harassment reports.
9.	Assessment Scheduling Team	All Priorities	An organized, planned, and shared Assessment Calendar that involves all instructional and non-instructional staff members. Increased efficiency in the Assessment and planning process.	<ul style="list-style-type: none"> Pre-School Meeting to map assessment calendar Identification of proctors, available rooms, and coverage calendar. Communication plan to enlist proctors, volunteers, and needed supports. 	Kris Toscani	APC-Toscani Assessment Team Committee Members	Posted to Share Point	<ul style="list-style-type: none"> The Testing Calendar will be posted no later than September 5, 2018. Teachers will have advance notice to classroom coverage, assessment dates, proctoring responsibilities, and potential schedule conflicts.
10.	Guidance Team	All Priorities	Academic Monitoring, Graduation Monitoring, and Advanced Scheduling Activities will increase academic performance, engagement, attendance, Accelerated Participation, and the graduation rate.	<ul style="list-style-type: none"> Collaborative monitoring of Student Course Selections Increased planning, review, and collaboration when building master scheduling 	Guidance Department Chair: Leah Liguori.	All Guidance Counselors All Assistant Principals	Weekly Guidance Department Meetings Bi-monthly Academic Monitoring of Seniors	<ul style="list-style-type: none"> FOCUS Data will show a reduction in the number of students failing courses. PVS and FLVS Data will show systematic increases in course completion



	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
				and inputting student schedules.			Weekly monitoring of online coursework Weekly monitoring of teacher gradebook reports	percentages for all students enrolled in a course. <ul style="list-style-type: none"> Scheduling will be completed in advance, and on a monthly schedule to reduce errors of redundancy and increase efficiency.
11.	Discipline Committee	All Priorities	Increased academic performance for all students as a result of decreased disciplinary issues and classroom disruption(s).	<ul style="list-style-type: none"> Committee will align the Master Discipline Plan to common classroom management plans. The SBLT and all staff members will continue to set high expectations regarding behavior, attendance, academic performance, and decision making. 	AP Katie Csaszar	Discipline Committee Members	Monthly Meetings	<ul style="list-style-type: none"> FOCUS Data will show an increase in the average daily attendance FOCUS data will show a decrease in absences and tardiness FOCUS data will show a monthly decrease in the number of discipline referrals written

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 852 referrals for 2017. We expect our performance level to be 681 referrals or less by the conclusion of the 2018-19 school year.
2. The problem/gap is occurring because the faculty is new to Restorative Practices.
3. If the implementation of Restorative Practices would occur, the problem would be reduced by utilizing student specific behavior plans, as evidenced by a 20% overall reduction in the number of referrals written.
4. We will analyze and review our data for effective implementation of our strategies by making Restorative Practices an essential component of our PLCs and Equity Teams.

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 a discipline referral will decrease from 852 to 681 or less, as measured by ODR data from the School Profile Dashboard.

6. STRATEGIES:

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

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

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • AP Dwight Latimore 	<ul style="list-style-type: none"> • Summer 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	Heather Wiseman	<ul style="list-style-type: none"> • Summer 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Heather Wiseman 	<ul style="list-style-type: none"> • Pre-School Training in August 2018
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Heather Wiseman and the Equity Team 	<ul style="list-style-type: none"> • Ongoing PD-Monthly at PLCs and Grade Level Team Meetings

<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> SBLT 	<ul style="list-style-type: none"> Daily walk-throughs
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> SBLT 	<ul style="list-style-type: none"> Friday SBLT Meetings to assess walk-through data
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <i>Celebrate areas of growth</i> <i>Update strategies for areas of improvement</i> 	<ul style="list-style-type: none"> Discipline Committee and Equity Team Members Facilitator K. Csaszar 	<ul style="list-style-type: none"> Monthly Meeting of Discipline and Equity Team Meetings

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<p>Restorative Practices Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment</p>	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<p>Grade Level Teams Grade level teams will provide collaborative opportunities for instructional staff members to increase their knowledge and use of Restorative Practices, Standards Based Planning and Lesson Plan Development. Teams will also discuss strategies to increase literacy in the content area classrooms and to enhance rigor intended to increase academic achievement.</p>	All instructional staff assigned to a grade level team All support staff assigned to a grade level team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 87%. We expect our performance level to be 90% by May 25, 2019.
2. The problem/gap in attendance is occurring because we are transitioning to the full adoption of a school wide policy for tardiness and attendance.
3. If all stakeholders abide by the policy, the problem would be reduced by 3%.
4. We will analyze and review our data for effective implementation of our strategies by analyzing attendance data in Child Study, and Grade Level PLCs and Teams.

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 number of all students missing more than 10% of school will decrease from 13% to 10%, as measured by daily attendance 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?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	SBLT, Attendance Specialist, Department Chairs	Daily Attendance is Mandatory
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	MTSS Team, Child Study Team, Equity Team and AP K. Cszaszar	Bi-monthly MTSS and Child Study Meetings. Monthly meeting of the Equity Team.
<i>Develop and implement attendance incentive programs and competitions.</i>	Equity Team	Plan will be established by August 13, 2018, monitored monthly, and revised each semester or as needed for efficacy.
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Eagles Parent University comprised of LLC, Equity Team, Discipline Committee, and MTSS Team members	Attendance Specialist provides daily communication as needed. Child Study Team to monitor students with 5 absences in a month or 10 in a 90 day period. Early warning letters to be sent to all students with 10% or more absences.
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Child Study Team	Team meets on the 2nd and 4th Thursday of each month.
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	SBLT and Restorative Practices Team	Weekly SBLT meetings and monthly Restorative Practice meetings
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	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
Setting High Expectations for all students	All instructional (96) and support staff (16)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Create Opportunities for Increased Engagement in the classroom	All instructional (96) and support staff (16)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 70% on the 10th Grade ELA, as evidenced in 2018 FSA Data.
2. We expect our performance level to be 85% by May 28, 2018.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective.
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur, the problem would be reduced by increased use of Literacy Strategies in all content area classrooms and student learning gains would increase by 15% on the 10th Grade ELA..

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 70% to 85%, as measured by FSA.

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

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?
Literacy Leadership Team is providing regular staff PD on the use of literacy strategies that can be implemented in all content area classrooms.	LLT-Jennifer Anderson	Monthly Grade Level Team Meetings LLT Meetings-Monthly Staff Meetings-Monthly Department Meetings-Monthly PLCs-Weekly Meetings
Schedule Students into appropriate Reading, English, English Honors, or AP and College classes	APC Guidance Counselors	100% of students will be correctly scheduled on August 30, 2018. Monthly review of schedule and performance data to make necessary adjustments.
Reading Specialist to assist with monitoring of learning gains and use of the sorter to ensure proper placement in Reading for College Success	APC and Guidance Team	Monthly Review of schedules
Departments will adopt instructional reading strategies such as Marking the Text and Cornell Notes with the support of the AVID team.	Department Chair(s)	Monthly review of PLC minutes



Teachers will use Test Item Stems to help with the infusion of standards, language, and the alignment of student tasks.	Department Chair(s)	Monthly review of PLC minutes
Teachers will access their content area State Literacy Standards and will utilize these standards during instruction.	Department Chair(s)	Monthly review of PLC minutes
Reading and English teachers will meet monthly to plan collaboratively and ensure student success on assessments.	Department Chair(s)	Monthly review of PLC minutes
Teachers will work in PLCs to determine the most appropriate and highest yielding instructional strategies for their respective content areas. Teachers will work with Department Coaches when available to access resources, professional development, support, and feedback for improvement.	Department Chair(s)	Monthly review of PLC minutes
Reading teachers will conduct data chats with students to monitor academic progress, celebrate success and discuss opportunities for growth.	Department Chair(s)	Monthly review of PLC minutes
PLCs will collaboratively implement standards-based planning utilizing data to determine instructional needs.	Department Chair(s)	Monthly review of PLC minutes
Teachers will attend training on the use of scales and other self-evaluation strategies that can be implemented for the benefit of students. Scales will be reflective of literacy standards for each content area.	Department Chair(s)	Monthly review of PLC minutes
Teachers will actively engage in collaborative planning and discussion in Grade Level Teams, PLCs, and Department Meetings.	Department Chair(s)	Monthly review of PLC minutes
Teachers will model instructional strategies for professional growth opportunities for their peers.	Department Chair(s)	Monthly review of PLC minutes

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 Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	Instructional staff (96) and support staff (16)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	Instructional staff (96) and support staff (16)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 46.7%, as evidenced in Algebra I EOC 2017 performance data.
2. We expect our performance level to be 61% by May, 2019.
3. The problem/gap is occurring because the use of Standard Based Instructional Planning and Instruction are progressing from beginning to applying.
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur, the problem would be reduced by 15% and student learning gains would increase by 15%.

5. SMART GOALS:

EXAMPLE:

The percent of all students achieving math assessment proficiency will increase from 46.7% to 61%, as measured by Algebra I EOC scores.

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

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 training pertaining to new curriculum requirements for the classes offered in addition to training with new materials and resources	SBLT, Math Department PLC	Monthly Training and Meetings
Appropriate placement and scheduling of students. The Math Department Chair will continue to analyze assessment data and make recommendations to the APC and Guidance Department to ensure proper course placement for all students in a math course.	APC and Guidance Team	100% of schedules to be correctly entered by August 30, 2018.
Adherence to the district's mathematics progression flow chart	Emily Hill-Math Department Chair Guidance Team APC All Math Teachers	Weekly monitoring of scheduling and course progression
PLCs will collaboratively implement standards-based planning utilizing data to determine instructional needs.	Emily Hill-Math Department Chair	Monthly PLC Meetings
EOC Boot Camps during Summer Bridge for Algebra I and Geometry students.	K. Toscani-Admin Earnest Meredith-Teacher	Summer Bridge 2018
Walkthroughs for evidence of mathematics practice standards usage in math classrooms.	SBLT	Weekly classroom visits
Regular, consistent, and ongoing feedback to instructional staff members. Feedback is intended to reflect standards-based planning and instruction, and to support teachers in increased engagement in complex tasks.	SBLT	Weekly classroom visits Weekly Grade Level Team Meetings



Teachers will meet in PLC to review student data and plan instructional lessons.	PLC	Weekly PLC meetings Monthly Grade Level Team meetings
Engagement with the district math coach and resource team	Math Department Chair	Monthly Collaboration

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
<p>Restorative Practices Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment</p>	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	Instructional staff (96) and support staff (16)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	Instructional staff (96) and support staff (16)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 82%, as evidenced in Biology I EOC performance data.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective.
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur would occur, the problem would be reduced by 8% and student learning gains would increase by 8%.

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 Biology EOC proficiency will increase from 82% to 90%, as measured by Biology I EOC performance data.

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

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?
The Science Department will analyze and track specific data for all level 1 and level 2 10 th graders quarterly with analysis of the county common assessment results coupled with implementation of the Florida Literacy Science Standards.	Chelsea Lamirand-Science Department Chair	Monthly PLC and Department Meetings
Science teachers will increase instructional rigor by using reading strategies linked to the Florida Literacy Science Standards and the state review book resources as a focus for increasing 10 th grade Biology EOC scores.	LLT Chelsea Lamirand-Science Department Chair All Science Teachers	Monthly PLCs Weekly Grade Level Teams Monthly LLC Meetings
PLCs will identify enriching science text and materials to support literacy in the science standards.	Chelsea Lamirand-Science Department Chair	Monthly PLC meetings
Biology teachers will utilize the eLearn site for text and literacy support aligned to Biology EOC critical content.	All Science Teachers	Daily Science Instruction
PLCs will collaboratively implement standards-based planning utilizing data to determine instructional needs.	Chelsea Lamirand PLC	Monthly PLC Meetings
Biology teachers will continue to differentiate science instruction after disaggregating quarterly assessment data to meet the needs of students.	All Science Teachers	Daily Science Instruction
Biology teachers will conduct analysis of learning gains after unit tests aligned to the standards.	Biology I Teachers	Post Unit Test(s)



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
<p>Restorative Practices Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment</p>	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 85% proficiency, as evidenced in performance on the US History EOC.
2. We expect our performance level to be 95% by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective.
4. If the increased use of literacy strategies and standards-based planning and instruction would occur, the problem would be reduced by 10% 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 percent of all students achieving proficiency on the US History EOC will increase from 85% to 95%, as measured by the US History EOC.

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

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?
Data Analysis: US History teachers will meet in PLCs to disaggregate assessment data.	Kris Toscani Megan Blum Katherine Dorrier Nancy Chenderlin	Monthly PLC Meetings
PLCs will identify critical content from the standards, implement standards-based planning and instruction, and identify available resources to support instruction.	Alan Kay-Social Studies Department Chair	Monthly PLC Meetings
Social Studies team members will work with the district Social Studies instructional coach and ISM Team to identify resources, literacy strategies, and ideas for differentiated instruction and scaffolding instruction.	Alan Kay-Social Studies Department Chair	Monthly PLC Meetings
The Social Studies PLC will attend Professional Development for assistance in the transition to increased instructional facilitation in the classroom with the express purpose of increasing student engagement in complex tasks	Kris Toscani-APC Alan Kay	Daily Observations Weekly PLC meetings Monthly Department meetings
PLCs will collaboratively implement standards-based planning utilizing data to determine instructional needs.	Alan Kay	Monthly PLC Meetings

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

- Priority 1
- Priority 2
- Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<p>Restorative Practices Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment</p>	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6 out of 6 levels in bronze, as evidenced in the Alliance for a Healthier Generation Healthy Schools Program Framework.
2. We expect our performance level to be 4 out of 6 modules eligible for silver by May 2019.
3. The problem/gap is occurring because of a lack of physical activity beyond recommended number of minutes.
4. If our healthy school team can assist in implementing the amount of time needed for physical activity would occur, the problem would be reduced by allowing our school to reach all six modules.

5. SMART GOALS:

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

Our school goal is to be eligible for 4 of the 6 modules to reach silver level recognition by May 2019 as evaluated by the Alliance for Healthier Generation's Healthy School Program Framework.

The percent of exhibiting healthy behaviors and exercising beyond classroom time will increase from 50 to 75%

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

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 will identify standards to be taught in the classroom and collaborate with professional learning communities on implementation of standards. Health class will align with Physical Education on impending these standards. All staff should be instructed on how to reach 4 out of 6 modules to earn silver status.	All instructional and support staff.	During the School year.
Create a healthy team to attend professional development to support our goal.	Healthy School Team.	During the school year.
Create an action plan to implement the Healthy School Program school wide.	Healthy School Team.	During the school 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 Alliance-Standards and Modules	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70%, as evidenced in 10th Grade ELA performance data.
2. We expect our performance level to be 85% by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective.
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur would occur, the problem would be reduced by 15% and student learning gains would increase by 15%.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 70% to 85%, as measured by FSA.

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

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?
Authentic engagement in the classroom	Department Chairs All Classroom Teachers SBLT	Monthly Meetings Daily Instruction Weekly classroom visits
Increased use of collaborative learning and gradual release	Department Chairs All Classroom Teachers SBLT	Monthly Meetings Daily Instruction Weekly classroom visits
Students will increasingly take ownership of their learning	Department Chairs All Classroom Teachers SBLT	Monthly Meetings Daily Instruction Weekly classroom visits
Students will continuously check for understand as measured against standards, goals, and scales	Department Chairs All Classroom Teachers SBLT	Monthly Meetings Daily Instruction Weekly classroom visits
Students demonstrate understanding and application of information	Department Chairs All Classroom Teachers SBLT	Monthly Meetings Daily Instruction Weekly classroom visits
Students will demonstrate increased proficiency on assessments and standardized tests	Department Chairs All Classroom Teachers SBLT	Monthly Meetings Daily Instruction Weekly classroom visits
Extended Learning-Credit Recovery opportunities will be provided to students after school. The Extended Learning will also provide AP practice testing in the spring.	Department Chairs All Classroom Teachers SBLT	Monthly Meetings Daily Instruction Weekly classroom visits



Academic Goals

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 69%, as evidenced in the College and Career Acceleration index.
2. We expect our performance level to be 85% by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective..
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur would occur, the problem would be reduced by 10%.

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 successfully completing an acceleration/advanced course will increase from 69% to 84%, as measured by course completion and industry certification 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.
- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- 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?
Monitoring academic schedules and progression plans for students to increase enrollment in CTE, DE, and AP classes to include the subsequent year 2 and 3 academy classes.	Guidance Team Department Chairs APC SBLT	Monthly Meetings
Promote the Microsoft and other CTE certifications.	Business Department Teachers Dwight Latimore-ABC AP	Weekly
Enrolling students in IT Directed Study courses to assist in the completion of an industry certification.	Guidance Team Department Chairs APC SBLT	Monthly Meetings
Monitoring and promote efforts to sustain and/ or increase enrollment in the academies.	Guidance Team Department Chairs APC SBLT	Monthly Meetings
Implementing regular staff professional development to increase instructional rigor to prepare students for examinations and assessments.	Guidance Team Department Chairs APC SBLT	Monthly Meetings
Systematically increasing the use of data analysis and standard-based planning and instruction. Utilizing data to make informed instructional decisions.	Guidance Team Department Chairs APC	Monthly Meetings



	All Teachers SBLT	
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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
<p>Restorative Practices Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment</p>	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<p>Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.</p>	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<p>Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.</p>	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 99%, as evidenced in FLDOE final graduation file.
2. We expect our performance level to be 100% by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective..
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur would occur, the problem would be reduced by 1%.

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 number of all students graduating on-time with their cohort will increase from 99% to 100%, as measured by the 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?
Monitoring the Successful implementation of all school based teams	SBLT	Weekly Team Meetings
Supporting and providing regular feedback to the instructional staff	SBLT	Daily Classroom Visits

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 Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 50% proficiency for black students and 59.95% for non-black students for 10th grade FSA ELA which indicates a 9.95% gap, as evidenced in 10th grade FSA ELA performance data.
2. We expect our gap to decrease by 5% by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective.
4. If the use and provision of culturally relevant materials and instruction would occur, the gap would decrease by 5%.

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 with a gap on the 10th grade FSA ELA will decrease from 9.95% to 4.95%, as measured by 10th grade FSA/ELA performance data.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> 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. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increased instructional time in the classroom • Decreased number of referrals for students • Increased academic performance on assessments
Student Achievement	<input checked="" type="checkbox"/> Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT). <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increased accelerated performance rate • Increase in the number of students enrolled in and passing AP courses
Advanced Coursework	<input checked="" type="checkbox"/> Ensure that all black students who have the potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase in the number of students enrolled in an passing AP courses • Increase in the school's college readiness index
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Minimum 20% reduction in the number of discipline referrals written • Increased instructional time and subsequent increase in assessments as measured by performance data
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Work with students and families to introduce and support appropriate and requested interventions



Subgroup Goals

	<input type="checkbox"/> Choose Strategy	
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase the graduation rate for black 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?
Restorative Practices Staff Professional Development	SBLT and Heather Wisemen	Pre-School Training Monthly Support in PLCs

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 Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 42.9% (Algebra 1) and 36.05% (10th grade ELA), as evidenced in Spring 2019 FSA and EOC performance data.
2. We expect our performance level to be 45.9% for Algebra 1 and 39.05% for 10th grade ELA by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective.
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur, the proficiency rates would increase by 3%.

5. SMART GOALS:

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

The percent of ESE students achieving 10th Grade ELA proficiency will increase from 36.05% to 52 for 10th grade ELA, as measured by 10th grade ELA performance data.

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

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Choose Strategy

Choose Strategy

Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.	Katie Cszaszar	Monthly PLC Meetings
Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.	Katie Cszaszar	Monthly PLC Meetings

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
Restorative Practices	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment		
Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. ELL (Optional, based on school data)

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 7.1% proficiency, as evidenced in 10th grade FSA performance data.
2. We expect our performance level to be 10.1% proficiency by May 2019.
3. The problem/gap is occurring because the use of Standards Based Planning, Instruction, and Rigor is progressing through implementation from beginning to effective.
4. If regular professional development and the daily use of Standards Based Planning and Instruction would occur, the proficiency would increase to 10.1%.

5. SMART GOALS:

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

The percent of ELL students achieving FSA proficiency will increase from 7.1% to 10.1%, as measured by 10th grade ELA performance data.

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.)

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.

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?
Increase language and language proficiency and immersion in all content area classes by implementation of effective lessons	APs Anderson, Latimore	Monthly PLCs

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
Restorative Practices Restorative Practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

Professional Learning Communities Staff Training: Emphasis will be on Literacy Strategies, Restorative Practices, and Data Champions.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All Instructional and support staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Teachers will make meaningful contact with parents of failing students. Contact will be made weekly until student shows improvement. Teachers will make meaningful contact via email or phone calls with parents quarterly providing positive feedback. Information regarding school practices will be updated quarterly and information provided to parents via school website and email updates. 	<ul style="list-style-type: none"> Instructional Staff Communications Director. 	<ul style="list-style-type: none"> During the school year.
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Teachers shall provide attachments of lessons/instruction of each standard for students and families to access at home for extra support. Allow for open communication between teachers and families to provide ways on increasing support for students at school and at home. 	<ul style="list-style-type: none"> All instructional and support staff 	<ul style="list-style-type: none"> During the school year.
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Invite parents to be actively involved either as volunteers, boosters, attending SAC or PTA meetings, Parent University, and Back to school night. Encourage parents to follow the school messenger, Facebook, and Twitter accounts. 	<ul style="list-style-type: none"> All instructional staff 	<ul style="list-style-type: none"> During the school year.
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Identify community needs and pair those with needs and expectations of our students. Encourage students to volunteer in the local community Invite local businesses and colleges to an information session/ job fair. 	<ul style="list-style-type: none"> Community Liaison 	<ul style="list-style-type: none"> During the school year.



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
Grade Level and Department Team Training with a continued emphasis on the use of data to plan and drive instruction, literacy in the content areas, and the use of complex tasks through increased instructional facilitation.	All instructional and Support Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborating for Success; High Impact Classroom Family Engagement	All instructional and support staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Carmela	Haley	White	Principal
Kris	Toscani	White	Other Instructional Employee
Cary	Seigel	White	Business/Community
Jorge	Natal	White	Teacher
Jerry	Kingley	White	Business/Community
Rosanna	Lesses	Hispanic	Parent
Teresa	Peterson	White	Support Employee
Benita	Brinson Jackson	Black	Parent
Liliana	Rincon	Hispanic	Parent
Andrew	Bateman	White	Student
Kelliann	Gerlack	White	Parent
Mark	Ondash	White	Parent
		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	\$ 3000
	Professional Development Instructional Materials AP Exams SAT, ACT and other examination fees Industry Certification Exams/Fees Scholarships for students in need of academic support Other Supplies as determined by the Principal or SBLT	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ 1000
	Eagle University Supplies PBIS Supplies Equity Team Supplies Child Study Team Resources MTSS Team Resources	[Insert Amount]
3.	Materials and Supplies	\$ 3000
	Textbooks Workbooks Digital/Electronic Classroom Licenses/Resources General School Supplies for Students Office Depot/Classroom basic supplies Software License(s) Computer/Repairs, Hardware, Software Other supplies as determined by Principal and SBLT	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ 2000
	Professional Development Conference Registration Fees	[Insert Amount]



Budget and Other Requirements

	Travel Reimbursement for Coaches, Performing Arts Sponsors, and other Academic areas	
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ 2000
	Academy Certifications for Instructors PLTW Training for Instructors AP Certification Fees for Instructors TDEs for Performing Arts, Athletics, and other areas as determined by Principal and SBLT	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ 3000
	Campus Beautification and Improvements	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 14000		