



School Improvement Plan SY 2018-19

LAKWOOD HIGH SCHOOL

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

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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:	Erin Savage	SAC Chair:	Flora Jackson
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School Vision	The vision of Lakewood High School is to prepare our students for a competitive and global society.
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School Mission	The mission of Lakewood High School is to create and nurture a foundation for learning and academic success where students take pride in their accomplishments and develop character traits, which have a positive impact on their education experience.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1090	38	522	107	41	378	4

School Grade	2018: C	2017: C	2016: C	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 %	2018 %	2017 %
Proficiency All	50	49	30	38	62	58	65	55	44	46	90	88
Learning Gains All	46	40	30	40								
Learning Gains L25%	39	30	37	37								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Erin	Savage	FT	4-10 years
Equity Champion	Tequena	Akintonde	FT	1-3 years
ESE	Emily	Cipolla	FT	4-10 years
ELL	Laura	Mudd	FT	1-3 years
Climate and Culture	Laura	Mudd	FT	1-3 years
Curriculum/Graduation	Susan	Alvaro	FT	4-10 years
Magnet Coordinator	Andrew	Oyer	FT	1-3 years
Assessment	Tequena	Akintonde	FT	1-3 years
AVID Coordinator	Chantella	Moore	FT	4-10 years
Total Instructional Staff:	63		Total Support Staff:	32



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 instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency across all subject areas will increase from 71% to 80%.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students engaging in higher level thinking and questioning will increase from 69% to 75% as measured by ISM data.

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of black students achieving proficiency will increase from 18% to 30%.



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>
	EXAMPLE: SBLT	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> • Training on Lesson Planning Resources, • Preconference, • Weekly instructional reports, • Prep PLC agendas 	Principal	Assistant Principal(s)	Weekly on Tuesdays	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional practices that are outlines in the SIP and to ensure teachers have timely data and supports needed for student success	<ul style="list-style-type: none"> • Training on new Evaluation tool, • Monitor PLC Agendas and Meetings • 	Principal	Assistant Principal, Department Chairs	1 st and 3 rd Wednesday of each month	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Lesson plans that show evidence of student centered learning, rigor and CRT

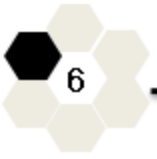


	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
2.	Tier 3 Problem-solving Team	Priority 3	To provide students who are not meeting educational and social benchmarks with the strategies they need to become successful	<ul style="list-style-type: none"> • Training on Equity and Restorative Practices • Check-in Process • Referral of Services 	Assistant Principal	Guidance Counselors, Social Worker, Psychologist, Attendance Specialist	2 nd and 4 th Tuesday of each month	<ul style="list-style-type: none"> • Decreased discipline • Increased Attendance • Increase in test scores
3.	Equity Team	Priority 3	To guide conversations and implement strategies focused around equity to meet the needs of diverse learners	<ul style="list-style-type: none"> • Trained Equity Champion and 3 others to form our team • PD for staff during pre-school and at various points of the year • 	Assistant Principal	Assistant Principal, Teachers	Pre-school, Faculty Meetings	<ul style="list-style-type: none"> • Decreased disparity among sub-groups with regards to discipline, grading, assessments, graduation
4.	Child Study Team	All Priorities	To provide a multi-layers of services to students who are experiencing difficulties	<ul style="list-style-type: none"> • Parent conferences • Check-in Process • Referral of Services 	Assistant Principal	Guidance Counselors, Social Worker, Psychologist, Attendance Specialist	1 st and 3 rd Tuesday of each month	<ul style="list-style-type: none"> • Increased attendance, grades, graduation
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Priority 1		<ul style="list-style-type: none"> • 				<ul style="list-style-type: none"> •
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Choose an item.	Same as SBLT	<ul style="list-style-type: none"> • 				<ul style="list-style-type: none"> •



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
7.	PBIS Team	All Priorities	To encourage positive behavior that is proactive rather than reactive in all students	<ul style="list-style-type: none"> • Communicate school rules early and often • Behavior Contracts • Check-in/check-out system • Peer Mentors 	Administrators	Administrators, teachers, staff	Every Day	<ul style="list-style-type: none"> • Decreased disciplinary referrals, O.S.S.
8.	Family Engagement Team	All Priorities	To encourage families to take a more proactive role in the school community	<ul style="list-style-type: none"> • Timely and routinely communication to parents • Inviting reception to school 	Principal	Administrators, Faculty, Staff	Daily/as needed	<ul style="list-style-type: none"> • Parents being more informed of opportunities to be involved



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 fair. We expect our performance level to be 20% by the end of the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because students are not actively engaged in all classes.
3. If (Restorative Practices, Social Emotional Learning and Culturally Relevant Teaching) would occur, the problem would be reduced by 8%, as evidenced by the number of students who are actively engaged in class thereby reducing overall referral rates. . *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by our SBLT team monthly, our Administrative team, our MTSS team, and our Child Study Team.

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 28% to 20%, as measured by the end of the year data from 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 implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• Assistant Principal	• Summer
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Principal	• Spring
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• Assistant Principal	• Pre-School
<i>Conduct learning opportunities.</i>	• Administration	• Monthly Faculty Meetings
<i>Monitor and support staff for implementation with fidelity.</i>	• Administration	• Weekly Walkthroughs



Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> Assistant Principal 	<ul style="list-style-type: none"> Quarterly
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> 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 learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Pre-School PD	Instructional and Administrative Staff (69)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

- Our current attendance rate is 90.3%. We expect our performance level to be 95% by the end of the 2018-2019 school year.
- The problem/gap in attendance is occurring because once the students turn 16, there is no course of action that we can take to get them to school.
- If (the students are engaged in school (electives, after school activities)) would occur, the problem would be reduced by having more students attend schools on a daily basis.
- We will analyze and review our data for effective implementation of our strategies by CST, MTSS, SBLT, and the Administrative Team.

5. SMART GOAL:

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

The percent of all students missing more than 10% of school will decrease from 32% to 25%, as measured by School profiles.

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>	Administration	Weekly
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	AP/CST	Quarterly
<i>Develop and implement attendance incentive programs and competitions.</i>	Administration	Quarterly
<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>	Administration/Guidance	As Needed
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	AP/CST	Bi-weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	AP/CST	Bi-weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT/Administration	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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
	Instructional and Administrative Staff (69)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

Academic Goals

Instructions

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

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

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

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

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



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

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

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

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 49%, as evidenced in FSA.
2. We expect our performance level to be 55% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students are not connecting to and mastering the content on the ELA FSA.
4. If instructional practices around critical reading, implement remediation through text dependent questions and group students to improve comprehension of complex tasks would occur, the problem would be reduced by 5% and student learning gains would increase by 5%.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 49% to 55%, as measured by FSA assessment.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff 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 will receive PD centered on close and critical reading strategies, instructional shifts, standards, assessment and instructional methods.	District/Assistant Principal over ELA/Reading	Pre-school and throughout the school year at faculty meetings
Teachers meet in PLCs to review student work in order to implement remediation through text dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex tasks.	Department Chair, Assistant Principal over ELA/Reading	Weekly
Teachers will follow curriculum and pacing guides to ensure consistent focus on the LAFS.	Department Chair, Assistant Principal over ELA/Reading	Daily



Teachers will receive PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and strategies that can be used to meet the needs of diverse learners.	Administration/AVID Coordinator	Pre-school and throughout the year at faculty meetings
Teachers will regularly use culturally relevant supplemental texts, include shorter, challenging passages that elicit close reading and re-reading to formatively assess, monitor and inform instruction.	Assistant Principal over ELA/Reading	Weekly, as needed as determined by teacher
Teachers will conduct data chats with students in order to provide students with setting and monitoring progress toward learning goals, create action plans and next steps and adjust instruction.	Assistant Principal over ELA/Reading	One to two times per month/quarter
Administrators will encourage teachers to allow students to struggle and work through vocabulary and comprehension using culturally relevant, differentiated and appropriate strategies.	Assistant Principal over ELA/Reading	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
School-level Administrators will conduct FSA/EOC Data Chats with all ELA/Reading teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.	11 – ELA and Reading Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ELA/Reading teachers and school-level administrators will actively participate in on-site facilitated planning sessions that are focused on comprehension of the LAFS and implementation of high-yield strategies to differentiate instruction and improve student achievement.	11- ELA and Reading Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ELA/Reading teachers and school-level administrators will participate in weekly course- specific PLCS with a strong emphasis on planning that is aligned to the Florida standards that is culturally responsive in nature and incorporates AVID’s WICOR support strategies.	11- ELA and Reading Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

- Our current level of performance is 16%, as evidenced in FSA.
- We expect our performance level to be 20% by end of the 2018-2019 school year.
- The problem/gap is occurring because students are coming in with the lack of knowledge and/or lack of confidence in their math skills and they are not attending school and/or class.
- If students come to class on a consistent basis, the problem would be reduced by a significant amount and student learning gains would increase by 5%.

5. SMART GOALS:

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



The percent of all students achieving Math proficiency will increase from 16% to 25%, as measured by FSA assessment.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
School-level administration will monitor classrooms for the implementation of the District's scope, sequence and curricular materials and provide consistent and timely feedback to teachers and collaborate to determine next steps.	Assistant Principal over Mathematics	Weekly
Teachers will intentionally plan in PLCs for students to engage in complex tasks that are aligned to the content standards and by incorporating AVID's WICOR learning support strategies.	Department Chair/Assistant Principal over Mathematics	Weekly
Teachers will regularly incorporate checks for understanding and use the data from formative assessments to gauge student progress toward mastery of the course content.	Assistant Principal over Mathematics	Daily as needed
Teachers and school-level administration will participate in collaborative planning utilizing District and State resources.	Department Chair/Assistant Principal over Mathematics	Monthly/as needed
Teachers engage in PD centered on the use of collaborative study groups to increase student engagement and ownership of learning.	Assistant Principal over Mathematics	Throughout the year
Teachers will receive PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and strategies that can be used to meet the needs of diverse learners.	Administration/AVID Coordinator	Pre-school and throughout the year at faculty meetings

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Math teachers and school-level administrators will actively participate in on-site facilitated planning sessions that are focused on comprehension of the Florida Math Standards and implementation of high-yield strategies to differentiate instruction and improve student achievement.	9 – Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Math teachers and school-level administrators will participate in weekly course-specific PLCs with a strong emphasis on planning that is aligned to the Florida standards that is culturally responsive in nature and incorporates AVID's WICOR support strategies.	9 – Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



School-level Administrators will conduct EOC Data Chats with all Math teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.	9 – Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60%, as evidenced in Biology EOC.
2. We expect our performance level to be 65% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students are not getting enough hands on application of the material.
4. If a 10-15% increase of instructional time for inquiries and labs, student learning gains would increase by 5%.

5. SMART GOALS:

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

The percent of all students achieving proficiency on the Biology EOC will increase from 60% to 65%, as measured by Biology 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.
- 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?
School-level Administrators will conduct EOC Data Chats with all Science teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.	Assistant Principal over Science	Pre-School
Teachers will intentionally plan during PLCs for students to engage in complex tasks that are aligned to science and incorporate AVID’s WICOR learning support strategies.	Department Chair/Assistant Principal over Science	Weekly
School-level administration will monitor classrooms for the implementation of the District’s scope, sequence and curricular materials and provide consistent and timely feedback to teachers and collaborate to determine next steps.	Assistant Principal over Science	Weekly
School-level administrators will encourage teachers to provide students with exposure to a variety of primary and secondary source documents at varying complexities throughout the year and to allow them time to productively struggle the document analysis process.	Assistant Principal over Science	Daily/as needed
Teachers will receive PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and strategies that can be used to meet the needs of diverse learners.	Administration/AVID Coordinator	Pre-school and throughout the year at faculty meetings



Teachers will utilize appropriate sources of data to intentionally plan differentiated instructional supports to allow students to access the content and engage in complex tasks.	Department Chair/Assistant Principal over Science	Daily/as needed
Teachers will regularly incorporate checks for understanding and use the data from formative assessments to gauge student progress toward mastery of the course content.	Assistant Principal over Science	Daily/as needed

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
School-level Administrators will conduct EOC Data Chats with all Science teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.	10 – Science Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Science teachers and school-level administrators will participate in weekly course- specific PLCs with a strong emphasis on planning that is aligned to the Florida standards that is culturally responsive in nature and incorporates AVID’s WICOR support strategies.	10 – Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Science teachers and school-level administrators will actively participate in on-site facilitated planning sessions that are focused on comprehension of the Content Standards and implementation of high-yield strategies to differentiate instruction and improve student achievement.	10 – Science Teachers	<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):

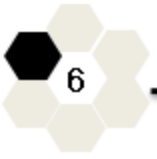
1. Our current level of performance is 64%, as evidenced in 68%.
2. We expect our performance level to be 68% by end of the 2018-2019 school year.
3. The problem/gap is occurring because teachers are not releasing the learning to the students, shift to the newer instructional strategies such as culturally responsive teaching, and small groups.
4. If teachers release the learning to the students, student learning gains would increase by 4%.

5. SMART GOALS:

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

The percent of all students achieving US History proficiency will increase from 64% to 68%, as measured by FSA assessments.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
School-level Administrators will conduct EOC Data Chats with all Social Studies teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.	Assistant Principal over Social Studies	Pre-school
Teachers will intentionally plan during PLCs for students to engage in complex tasks that are aligned to social studies and incorporate AVID's WICOR learning support strategies.	Department Chair/Assistant Principal over Social Studies	Weekly
School-level administrators will encourage teachers to provide students with exposure to a variety of primary and secondary source documents at varying complexities throughout the year and to allow them time to productively struggle the document analysis process.	Assistant Principal over Social Studies	Daily/As Needed
School-level Administrators will monitor and support the implementation of literacy standards and strategies through DBQ project materials, SHEG lessons and deep-dive documents.	Assistant Principal over Social Studies	Daily/As Needed
Teachers will receive PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and strategies that can be used to meet the needs of diverse learners.	Administration/AVID Coordinator	Pre-school and throughout the year at faculty meetings
Teachers will regularly incorporate checks for understanding and use the data from formative assessments to gauge student progress toward mastery of the course content.	Assistant Principal over Social Studies	Daily/As Needed

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
School-level Administrators will conduct EOC Data Chats with all Science teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.	6 – Social Studies Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Studies teachers and school-level administrators will participate in weekly course- specific PLCS with a strong emphasis on planning that is aligned to the Florida standards that is culturally responsive in nature and incorporates AVID's WICOR support strategies.	6 – Social Studies Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Studies teachers and school-level administrators will actively participate in on-site facilitated planning sessions that are focused on comprehension of the Content Standards and implementation of high-yield strategies to differentiate instruction and improve student achievement.	6 – Social Studies Teachers	<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 Bronze Level completing 3 out of 6 modules, as evidenced in Alliance for a Healthier Generation School Program Assessment.
2. We expect our performance level to be 4 out of 6 modules by end of the 2018-2019 school year.
3. The problem/gap is occurring because [Click or tap here to enter text.](#)
4. If [Click or tap here to enter text.](#) would occur, the problem would be reduced by [Click or tap here to enter text.](#)

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 Assessment Modules completed for national recognition will [increase](#) from 3 to 4.

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.
- 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?
Work with site based staff to identify activities to enhance our growth	Healthy Schools Team	On going
Maintain weekly wellness staff updates/activities	Wellness Coordinator	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
Weekly/Monthly Wellness Activities	Voluntary participation by staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 44, as evidenced in FSA. We expect our performance level to be 50 by June 2019.
2. The problem/gap is occurring because lack of (AP/Cert) exams being taken.
3. If increased participation for Cert exams would occur, the problem would be reduced by 20%.

4. 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 44% to 50%, as measured by course completion and industry certification data.

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

- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).
- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- Strengthen implementation of career academies to support student engagement, learning and project-based instruction.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Counselors will assist students and parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy but also not scheduling them above their capacity to be successful.	Guidance/Administration	Beginning of the year and before and during course registration
Administrators and Counselors analyze site-based PSAT and SAT data to inform instruction in a variety of content areas.	Administration, Guidance, Department Chairs	December/January
Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for students in rigorous courses.	Administration, Guidance, Teachers	Through-out the year (monitor quarterly)

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teachers will attend District required meeting and trainings and APSI (if needed) to incorporate strategies in lesson plans.	14 – AP Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Teachers will incorporate Culturally Relevant Teaching strategies in lessons.	14 – AP Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 90%, as evidenced in District Graduation Rate Report.
2. We expect our performance level to be 92% by June, 2019.
3. The problem/gap is occurring because Attendance and motivation.
4. If Attendance would increase, the problem would be reduced by 2%.

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 graduation on-time with their cohort will increase from 90% to 92%, as measured by 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?
Counselors will assist students and inform families about the importance of an appropriate level of rigor in their schedules.	Guidance Counselors	On-going
The SBLT has a counselor and AVID site team representation to be inclusive with decisions made regarding input with regards to college and career readiness.	Principal/SBLT	Monthly
Counselors will support students in reviewing and interpreting their PSAT results and with goal setting.	Guidance Counselors	Post-PSAT
The AVID site-based team will update AVID CCI on a monthly basis.	AVID Site Team	Monthly
School-level administration will monitor instruction for culturally relevant teaching to identify gaps in implementation for the purpose of effective planning for on-site PD.	School-level Administration	Daily/as needed

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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 94%, as evidenced in Graduation Rate.
2. We expect our performance level to be 96% by May 2019.
3. The problem/gap is occurring because of students who withdraw to Community School, DJJ or Whereabouts Unknown.
4. If student engagement in school would occur, the problem would be reduced by 2%.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students graduating from high school with their cohort will increase from 94% to 96%, as measured by FLDOE end of year Graduation File.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate.	<ul style="list-style-type: none"> • Our rate for African- American students graduation with an on-time high school diplomas will increase
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.	<ul style="list-style-type: none"> • Through Social Emotional Learning and Cultural Relevant Teaching, our African-American students will be more rigorously challenged and engaged in learning and will thereby have higher achievement levels.



Budget and Other Requirements

	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families.	
Advanced Coursework	<input checked="" type="checkbox"/> Ensure equity by providing on-site, college readiness testing in every high school. <input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families. <input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<ul style="list-style-type: none"> African-American students will complete Advanced Placement courses and will score at least a level 3 on the corresponding exams.
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> The referral rate for African-American student will decrease with the use of Restorative Practices, Social Emotional Learning and Culturally Relevant Teaching.
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> All IEPs and FBAs will be kept up to date and fully implemented.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Continue to hire certified, highly qualified African-American teachers to represent the demographics of the school.

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?

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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is [Click or tap here to enter text.](#), as evidenced in [Click or tap here to enter text.](#)
2. We expect our performance level to be [Click or tap here to enter text.](#) by [Click or tap here to enter text.](#)
3. The problem/gap is occurring because [Click or tap here to enter text.](#)
4. If [Click or tap here to enter text.](#) would occur, the problem would be reduced by [Click or tap here to enter text.](#)

5. SMART GOALS:

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

The [Choose an item.](#) of [Choose an item.](#) students [Click or tap here to enter text.](#) will [Choose an item.](#) from [Click or tap here to enter text.](#) to [Click or tap here to enter text.](#), as measured by [Click or tap here to enter text.](#)

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.
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternate communication systems.	Classroom Teachers	Daily/As needed
Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	Classroom Teachers	Daily/As needed
Implement Positive Behavior Intervention Plans and referral of services that consider the function of the students' behavior.	Administration/Classroom Teachers	Daily/As needed

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
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		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

C. ELL (Optional, based on school data)

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is [Click or tap here to enter text.](#), as evidenced in [Click or tap here to enter text.](#)
2. We expect our performance level to be [Click or tap here to enter text.](#) by [Click or tap here to enter text.](#)
3. The problem/gap is occurring because [Click or tap here to enter text.](#)
4. If [Click or tap here to enter text.](#) would occur, the problem would be reduced by [Click or tap here to enter text.](#)

5. SMART GOALS:

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

The [Choose an item.](#) of [Choose an item.](#) students [Click or tap here to enter text.](#) will [Choose an item.](#) from [Click or tap here to enter text.](#) to [Click or tap here to enter text.](#), as measured by [Click or tap here to enter text.](#)

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Explicitly model and teach high-level English language content and specific vocabulary throughout each subject area and throughout the day.	Classroom Teachers/whole Staff	Daily
Plan for what steps the school needs to build a positive relationship with community and to increase parent involvement.	Administration	Daily/As Needed

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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Freshman Orientation Open House Grade Level Parent Assemblies Individual Student Led Conferences 	<ul style="list-style-type: none"> Administration Administration/Faculty Administration/Guidance Guidance/Administration 	<ul style="list-style-type: none"> August, 2018 August, 2018 1x/ Semester As Needed
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Beyond the Classroom Clever at Home Personalized Learning Pathway 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> On-going
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Provide Tips for Parent Advocacy Newsletter Grade Level Assemblies Individual Student/Parent Led Conference 	<ul style="list-style-type: none"> Principal Administrator/Guidance Guidance/Administration 	<ul style="list-style-type: none"> August/January 1x/ Semester As Needed
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Set Expectations with staff for positive Customer Service Communicate Timely & Often Share Student Success 	<ul style="list-style-type: none"> Principal/Administration 	<ul style="list-style-type: none"> On-going
5. Continue to collaborate with community based organizations to assist our students with their academic, social and emotional needs	<ul style="list-style-type: none"> Local Sororities & Fraternities Local Faith Based organizations Local Business Partners Johns Hopkins (All Children's) 	<ul style="list-style-type: none"> Administration, Guidance, Teachers 	<ul style="list-style-type: none"> On-going

6. 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

7. PROFESSIONAL LEARNING:



Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Erin	Savage	Black	Principal
Laura	Mudd	White	Other Instructional Employee
Flora	Jackson	Black	Parent
Tracy	Boykins	Black	Parent
Julie	Armstrong	White	Parent
Shoshauna	August	White	Parent
Cathy	Crow	White	Parent
Beth	Hardy	White	Parent
Shermila	Lemos-Martina	Hispanic	Parent
Ann	Sherman-White	Black	Parent
Tequena	Akintonde	Other	Other Instructional Employee
Carol	Moore	Black	Business/Community
Lauren	Latimer	Black	Student
Jalen	White	Black	Student

SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: 8/21/2018 No



Budget and Other Requirements

BUDGET / SIP FUNDS

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

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	AVID College Tour	\$500.00
	ACT/SAT Boot Camps	\$928.00
	Senior Amnesty Day	\$2,900.00
2.	Behavioral Support	\$ [Insert amount for category]
	Team Building Activities (TASCO)	\$1,000.00
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	Badge Lanyards	\$1,750.00
	[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]
	TDEs for Teachers to attend P.D.	\$2,000.00
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (please list below)	\$ [Insert amount for category]
	S.R.O. Annual Conference	\$2,050.00
	FBLA National Conference	\$500.00
TOTAL \$ 11,628.00		