



# School Improvement Plan SY 2018-19

## LARGO MIDDLE SCHOOL

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## Continuous Improvement

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

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

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

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



## A. Vision and Direction

### School Profile

|                   |              |                   |  |
|-------------------|--------------|-------------------|--|
| <b>Principal:</b> | Linda Burris | <b>SAC Chair:</b> |  |
|-------------------|--------------|-------------------|--|

|                      |                       |
|----------------------|-----------------------|
| <b>School Vision</b> | 100% Student Success! |
|----------------------|-----------------------|

|                       |   |
|-----------------------|---|
| <b>School Mission</b> | Largo Middle School strives to inspire students to be internationally minded, critical thinking responsible global citizens who have a passion for lifelong learning and service. |
|-----------------------|---|

### School Data

| Total School Enrollment | Ethnic Breakdown: |       |          |              |       |       |
|-------------------------|-------------------|-------|----------|--------------|-------|-------|
|                         | Asian             | Black | Hispanic | Multi-Racial | White | Other |
| 816                     | 39                | 144   | 234      | 43           | 354   | 2     |

|                     |                   |                   |                   |                |            |
|---------------------|-------------------|-------------------|-------------------|----------------|------------|
| <b>School Grade</b> | <b>2018<br/>C</b> | <b>2017<br/>D</b> | <b>2016<br/>D</b> | <b>Title I</b> | <b>YES</b> |
|---------------------|-------------------|-------------------|-------------------|----------------|------------|

| Proficiency Rates          | ELA    |        | Math   |        | Science |        | Social Studies |        | Accel. Rate |        | Grad Rate |        |
|----------------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
|                            | 2018 % | 2017 % | 2018 % | 2017 % | 2018 %  | 2017 % | 2018 %         | 2017 % | 2018 %      | 2017 % | 2017 %    | 2016 % |
| <b>Proficiency All</b>     | 41     | 34     | 47     | 42     | 44      | 40     | 60             | 50     | 74          | 50     |           |        |
| <b>Learning Gains All</b>  | 49     | 38     | 57     | 45     |         |        |                |        |             |        |           |        |
| <b>Learning Gains L25%</b> | 43     | 25     | 53     | 38     |         |        |                |        |             |        |           |        |

| School Leadership Team                     |            |                |                             |                         |
|--|------------|----------------|-----------------------------|-------------------------|
| Position/Role                              | First Name | Last Name      | FT/PT                       | Years at Current School |
| Principal                                  | Linda      | Burris         | FT                          | 1-3 years               |
| Assistant Principal 7th                    | Angela     | Lewis          | FT                          | Less than 1 year        |
| Assistant Principal 6th                    | Anne       | Caparaso       | FT                          | 1-3 years               |
| Assistant Principal 8th                    | Salima     | Lakhani        | FT                          | 4-10 years              |
| Equity Champion, MTSS, Climate and Culture | April      | Maitner        | FT                          | 1-3 years               |
| Literacy Coach                             | Linda      | Brown-Hammonds | FT                          | 1-3 years               |
| Math Coach                                 | Rachel     | Whitehead      | FT                          | Less than 1 year        |
| Science Coach                              | Elizabeth  | Carpenter      | PT                          | Less than 1 year        |
| AVID and IB Coordinator                    | Julie      | Finley         | FT                          | 1-3 years               |
| <b>Total Instructional Staff:</b>          |            |                | <b>Total Support Staff:</b> |                         |



## 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: Instructional Best Practices

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support instructional best practices , then the percent of all students with reading and math learning gains will increase from 49% and 57% to 59% and 67% respectively.

### 2. Priority 2: Culturally Relevant Teaching

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support culturally relevant teaching , then the number of all teachers with implementation evidence will increase from last year’s ISM totals of 87% emergent and 13% developing to the new measure of observed in all three areas in 80% of the classrooms.

### 3. Priority 3: Conditions for learning

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning , then the number of all students rate of office discipline referral will decrease from 1.33 average per student to 1.10 average per student



## 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.

|    | <b>School-based Team</b>                                       | <b>Priority Alignment</b>                | <b>Why</b><br>are you doing it?   | <b>How</b><br>are you executing?   | <b>Who</b><br>facilitates?              | <b>Who</b><br>participates?  | <b>When</b><br>does it occur?             | <b>Evidence</b><br>that it is occurring  |
|----|--|--|---|--|---|--|---|--|
|    | <i>The teams responsible for implementation and monitoring</i> | <i>Identify the priorities above for</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</i> | <i>List the titles of those who participate</i>  | <i>State how often you are monitoring</i> | <i>Describe what it looks like and what artifacts are available</i>  |
| 1. | SBLT/MTSS<br><i>(using MTSS Framework)</i>                     | All Priorities                           | Monitor instructional improvement of grade-level standards to increase student FSA proficiency.     | <ul style="list-style-type: none"> <li>Examining progress monitoring tools for SIP goals, problem solving needs.</li> <li>Recommending and facilitating identified PD needs.</li> <li>Review of Tier 1 processes</li> <li>Implementation and management of Tier 2 processes</li> </ul> | MTSS Coach                              | Principal<br>Assistant Principals<br>School Counselors<br>Social Worker<br>VE Lesion<br>Social Workers<br>Psychologist<br>IB Coordinator | Weekly on Tuesdays                        | <ul style="list-style-type: none"> <li>Policies</li> <li>Minutes from meetings</li> <li>Professional Development Calendar</li> </ul>   |
| 2. | Tier 3 Problem-solving Team<br>(Academic CST)                  | Priority 1                               | Identify student’s struggling academically and exploring ways to support the student achieve gains. | <ul style="list-style-type: none"> <li>Identification of students struggling</li> <li>Problem solve solutions to the student’s barriers</li> </ul>   | Grade level Assistant Principal         | School Counselors<br>Teachers by grade level<br>Assistant Principals   | Monthly on 4 <sup>th</sup> Wednesday      | <ul style="list-style-type: none"> <li>A targeted list of students being academically unsuccessful</li> <li>A list of interventions that address barriers identified by the team</li> <li>Ongoing monthly minutes</li> </ul> |



|    | 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                                | Priority 2                | To insure teachers are focused on and providing culturally relevant strategies and practices.  | <ul style="list-style-type: none"> <li>Analysis of ISM feedback</li> <li>4 step problem solving method to analyze areas of need</li> <li>Suggest and recommend PD or strategies to increase culturally relevant instruction</li> </ul> | Equity Champion  | Equity Champions<br>PMAC Sponsor   | 1 x per month and or following an Instruction Support Model (ISM) | <ul style="list-style-type: none"> <li>Strategies and suggestions that increase culturally competent instruction</li> <li>Monthly minutes</li> </ul>  |
| 4. | Child Study Team                           | All Priorities            | To support students that missing 10% of school or more   | <ul style="list-style-type: none"> <li>Review barriers for student attendance</li> <li>Brainstorming and implementing solutions to barriers to increase attendance.</li> </ul>   | Social Worker    | Assistant Principals<br>Social Worker<br>MTSS Coach<br>VE Liaison<br>Psychologist<br>School Counselors | Bi-Weekly on Thursday   | <ul style="list-style-type: none"> <li>Process and support that increase student attendance</li> <li>Record of data analysis and intervention implementation on minutes</li> </ul>  |
| 5. | Pedagogical Leadership Team                | Priority 1                | To look at benchmarking academic data, problem solve and create classroom strategies to support where needed in alignment with MYP IB goals. | <ul style="list-style-type: none"> <li>4 step problem solving method</li> <li>Plan and support high yield classroom strategies</li> <li>Arrange and suggest PD for MYP and IB philosophies</li> </ul>                                  | IB Coordinator   | Assistant Principals<br>Academic Coaches<br>MTSS Coach<br>Department Heads<br>Principal                | 1 x per month on the 2 <sup>nd</sup> Thursday                     | <ul style="list-style-type: none"> <li>Lesson Planning Templates and support</li> <li>IB Unit Plan Support</li> <li>Professional Development targeted to identified needs</li> <li>Steps to guide IB Authorization</li> </ul> |
| 6. | PBIS/Restorative Practices/Discipline Team | Priority 2 and Priority 3 | Evaluating the effectiveness of the implementation of restorative  | <ul style="list-style-type: none"> <li>Regular review of school wide data through the 4 step problem solving method</li> </ul>   | MTSS Coach       | Teachers<br>Assistant Principal<br>Guidance  | Monthly on the 3 <sup>rd</sup> Wednesday morning                  | <ul style="list-style-type: none"> <li>Numbers recorded behavior interactions will be reduced</li> </ul>  |



|    | 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   |
|----|---------------------------------------|---------------------------|--|---|---------------------|--|--|---|
|    |                                       |                           | practices, PBIS and school wide discipline by using the MTSS Framework   | <ul style="list-style-type: none"> <li>Recommending ideas, policies, processes, programs and interventions to improve the effectiveness of PBIS, Restorative Practices and Discipline.</li> </ul>   |                     |  |  | <ul style="list-style-type: none"> <li>Policies and processes will be created and reviewed.</li> <li>Increase in student participation with positive incentives</li> <li>Evidence of restorative practices will be present in teacher behavior plans and in classrooms</li> </ul>   |
| 7. | Family Engagement Team                | Priority 1 and Priority 2 | Increase family and community connections with the learning environments.  | <ul style="list-style-type: none"> <li>Hosting events throughout the year to connect families to their students learning and celebrate their culture.</li> <li>Intentionally creating opportunities at the events to share restorative practices and IB philosophies</li> </ul> | Teacher Leader      | Teachers Assistant Principal Guidance                  | Monthly on the 3 <sup>rd</sup> Wednesday morning | <ul style="list-style-type: none"> <li>Increased family participation in events held on campus</li> <li>Several events held to engage families throughout the year</li> <li>Evidence of the IB philosophies, restorative practices, cultural responsiveness infused in the events</li> </ul>  |
| 8. | AVID/IB Team/Literacy Leadership Team | All Priorities            | To bring together global cultural understanding and best teaching practices to enrich the learning of Largo Middle School students. This team will also focus on integrating | <ul style="list-style-type: none"> <li>Analyzing data and following the 4 step problem solving process</li> <li>Collaboration and coordination of initiatives</li> </ul>  | AVID/IB Coordinator | Teachers Assistant Principal Guidance Academic Coaches | Monthly on the 3 <sup>rd</sup> Wednesday morning | <ul style="list-style-type: none"> <li>Classroom evidence of AVID and or reading and writing Strategies use</li> <li>School wide adoption of learner profile traits, global contexts and key concepts</li> <li>Professional development offerings to support learning</li> <li>Authorization by IB</li> <li>Teacher lesson plans will reflect IB philosophy,</li> </ul> |





|    | 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  |
|----|--|--------------------|---|--|---|---|--|--|
|    |  |                    | reading and writing strategies across all content areas.  |  |   |   |  | AVID and literacy strategies   |
| 9. | Professional Learning Communities (for each content area: World Language, Arts and digital media, Math, language and literature, individuals and societies, Science and Health/PE) | All Priorities     | Teams take interventions and initiative from the other meetings and plan how to apply them to the classrooms and students | <ul style="list-style-type: none"> <li>• Collaboration and coordination of initiatives and interventions</li> <li>• 4 step problem solving content/teacher specific classroom issues</li> </ul>            | Department Head 1 x per week<br><br>IB Coordinator or Academic Coach 1 x per week | Teachers in the department Assistant Principal Academic Coach if applicable | During the team of teachers common planning 2 x per week | <ul style="list-style-type: none"> <li>• Lesson Plans including IB fundamentals</li> <li>• IB Unit Plans</li> <li>• Plans for differentiation</li> <li>• Plans for enrichment</li> <li>• Evidence of PD implementation</li> <li>• Evidence of Culturally Relevant Practices in classrooms</li> </ul> |
|    | Healthy Schools team   | Other              | To maintain a focus on an environment that supports the health and welfare of the students of Largo Middle School.        | <ul style="list-style-type: none"> <li>• Use of the Healthy School's rubric to drive needs</li> <li>• 4 step problem solving</li> <li>• Programs and initiatives to support health and wellness</li> </ul> | Wellness Coordinator  | PE/Health Teacher Support staff, Café Manager, Assistant Principal          | 1 x per quarter  | <ul style="list-style-type: none"> <li>• Bronze or better in the areas of the Healthy School's rubric</li> <li>• Minutes from meetings</li> <li>• Initiatives and or programs</li> </ul>   |



## 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 1.33 average incidence of office discipline referrals (ODR) per student average. We expect our performance level to be 1.10 or less ODR per student average by end of May 2019.
2. The problem/gap in behavior performance is occurring because student’s lack understanding of classroom behavioral expectations.
3. If consistent classroom expectations are taught and reinforced, the problem would be reduced by an average 10% of students with ODRs, as evidenced by school profiles. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing school profiles data with MTSS 1 x per month and with students and staff monthly.

#### 5. SMART GOAL:

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

The referral rate per capita of all students receiving referrals will decrease from 1.33 to 1.10, as measured by school profiles dashboard.

#### 6. STRATEGIES:

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

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

#### 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<br>to implement these strategies   | WHO<br>is leading each strategy?  | WHEN<br>is it occurring?                            |
|---|-----------------------------------|---|
| <i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>    | • April Maitner                   | • July 9-10   |
| <i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i> | • April Maitner                   | • June 2018   |
| <i>Develop school-wide roll-out and development plan of RP/SEL.</i>                     | • April Maitner                   | • July 2018,<br>updated ongoing                     |
| <i>Conduct learning opportunities.</i>  | • April Maitner                   | • Preschool, PLC<br>during quarter 1<br>and ongoing |
| <i>Monitor and support staff for implementation with fidelity.</i>                      | • PBIS/Discipline/RP<br>Committee | • 1 x per month                                     |



|   |   |  |
|---|---|--|
| Review student and teacher data for trends and next steps.  | <ul style="list-style-type: none"> <li>• MTSS Team</li> </ul>               | <ul style="list-style-type: none"> <li>• At a min 1 x per month</li> </ul> |
| Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS Team and Committee</li> </ul> | <ul style="list-style-type: none"> <li>• At a min 1 x per month</li> </ul> |

### 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<br>(number and job titles)                   | Priority Alignment   |
|---|---|--|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                                      | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration       | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference  | Teachers and administration (10)                          | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019  | Select Staff (5-7)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD  | Volunteers (unknown at this time)                         | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |



**B. Conditions for Learning: Attendance**

**REFLECTION (4-Step Problem-Solving):**

1. Our current attendance rate is 20.7%. We expect our performance level to be 18% by the end of May, 2019.
2. The problem/gap in attendance is occurring because of illness and doctor visits.
3. If parent and student understanding of impact of missed school consequences would occur, the problem would be reduced by 2.7%.
4. We will analyze and review our data for effective implementation of our strategies by holding bi-weekly child study team meetings.

**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 days offered will decrease from 20.7% to 18%, as measured by School Profiles data.

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

- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.

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

| WHAT<br>are you doing to implement these strategies?  | WHO<br>is leading this step?                            | WHEN<br>is it occurring?                                |
|---|---|---|
| Review attendance taking process and school-wide strategies for positive attendance with all staff.   | Angela Kemp   | Done during preschool and ongoing as needed             |
| Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.                         | Angela Kemp   | August 24, 2018   |
| Develop and implement attendance incentive programs and competitions.   | CST   | Bi-Weekly   |
| Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. | Krystal Ricketts  | Monthly during the family engagement committee meeting. |
| Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.  | Angela Kemp   | During CST meetings bi-weekly                           |
| Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.                                   | CST   | Bi-weekly   |
| Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).          | Assistant Principals supported by data presented in CST | 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 learning opportunities that support this goal. Add rows as needed.)

| Professional Learning Description                                 | Participants<br>(number and job titles) | Priority Alignment   |
|---|---|--|
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                    | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><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 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. Language and Literature (ELA/Reading) Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving:**

1. Our current level of performance is 49% of students made gains, as evidenced on the 2018 FSA Assessment.
2. We expect our performance level to be 58% by May 2019.
3. The problem/gap is occurring because the use of cognitively complex tasks aligned to the learning target was not consistent in all classrooms, tasks were not uniformly aligned to the learning target in all learning environment, the use of purposeful activation and transfer strategies were not used in all classrooms.
4. If teacher professional development and knowledge utilization would occur, the problem would be reduced 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 showing learning gains will increase from 49% to 59%, as measured by 2019 Reading FSA assessment data.

**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 support students through purposeful activation and transfer strategies.
- Choose Strategy

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

| WHAT<br>are you doing to implement these strategies?   | WHO<br>is leading this step? | WHEN<br>is it occurring?  |
|--|------------------------------|---|
| Foster a positive classroom environment that encourages: curiosity, enthusiasm, praise, effort and encouragement.  | MTSS Coach                   | Ongoing during just in time PD  |
| Utilize concept mapping to support students with instruction.  | IB Coordinator               | Bi-weekly PLCs  |
| Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators conduct walkthroughs for evidence of reading informational texts in content classrooms. Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach/staff developers, and administrator and literacy coach/staff developer collaborate to determine next steps. Literacy coaches and staff developers are available in English/language arts and reading classes for the purpose of implementing culturally relevant lessons inspired by the LAFS and differentiated for students based on data. | Assistant Principals         | Ongoing including   |
| Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.  | Literacy Coach               | Ongoing through bi-weekly coach facilitated PLCs and Professional Development |
| Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading.  | Equity Champion(s)           | Ongoing PD as a need is identified  |
| Focus on tier 2 vocabulary acquisition cross content areas   | Brown-Hammonds               | Ongoing during bi-weekly PLCs   |
| Every student will get reading on their level  | Guidance                     | August 2018   |



## Subgroup Goals

|  |            |                                    |
|--|------------|------------------------------------|
| Focused Enrichment for high achieving students | MTSS Coach | August 2018 and ongoing during ELP |
|--|------------|------------------------------------|

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<br>(number and job titles)                   | Priority Alignment   |
|---|---|--|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                                      | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration       | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference  | Teachers and administration (10)                          | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019  | Select Staff (5-7)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD  | Volunteers (unknown at this time)                         | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><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 57%, as evidenced in 2018 FSA Score Data.
2. We expect our performance level to be 67% by May 2019.
3. The problem/gap is occurring because a lack of understanding of vocabulary, the use of cognitively complex tasks aligned to the learning target was not consistent in all classrooms, tasks were not uniformly aligned to the learning target in all learning environment, the use of purposeful activation and transfer strategies were not used in all classrooms..
4. If teacher professional development and knowledge utilization would occur, the problem would be reduced by 10%.

**5. SMART GOALS:**

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

The percent of all students with math learning gains will increase from 47% to 57%, as measured by FSA assessment 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.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

| WHAT<br>are you doing to implement these strategies?   | WHO<br>is leading this step? | WHEN<br>is it occurring?                             |
|--|------------------------------|--|
| Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.   | Literacy coach               | Weekly facilitated PLCs                              |
| Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS). | Math Coach                   | Weekly facilitated PLCs                              |
| Mathematics teachers participate in professional learning opportunities around instructional shifts, standards, assessments and instructional methods.   | Math Coach                   | Monthly Facilitated Planning Sessions, Biweekly PLCs |

**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<br>(number and job titles)                   | Priority Alignment  |
|---|---|---|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                                      | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2  |





## Subgroup Goals

School Improvement Plan 2018-19

|  |   |  |
|--|---|--|
|  |   | <input checked="" type="checkbox"/> Priority 3   |
| Professional Development produced from learning at conferences | (60) All instructional staff and (4) administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference                                       | Teachers and administration (10)                    | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019                                     | Select Staff (5-7)                                  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD   | Volunteers (unknown at this time)                   | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><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 44% proficient, as evidenced in 2018 Florida Comprehensive Assessment 2.
2. We expect our performance level to be 50% proficient by May 2019.
3. The problem/gap is occurring because tasks and targets are not consistently aligned to standards, reading comprehension and lack of vocabulary understanding impact achievement.
4. If reading and writing skills including vocabulary acquisition and task to target alignment would occur, the problem would be reduced by 6%.

**5. SMART GOALS:**

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

The percent of all students with proficient achievement levels will increase from 44% to 50%, as measured by Florida Comprehensive Assessment 2.

**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 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<br>are you doing to implement these strategies?   | WHO<br>is leading this step? | WHEN<br>is it occurring?        |
|--|------------------------------|---------------------------------|
| Teachers will plan with other content areas to support vocabulary acquisition and increased reading skills | Instructional Coaches        | Weekly Coach led PLCs           |
| Physical hands on lessons  | Department Head              | Weekly Department Head led PLCs |
| Bi-weekly remediation  | Science Coach                | Bi-weekly PLCs                  |
| Reading strategies implemented in science lessons  | Literacy Coach               | Weekly coach led PLCs           |

**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<br>(number and job titles)                   | Priority Alignment   |
|---|---|--|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                                      | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration       | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |



## Subgroup Goals

School Improvement Plan 2018-19

|                            |                                   |  |
|----------------------------|-----------------------------------|--|
| Model Schools Conference   | Teachers and administration (10)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019 | Select Staff (5-7)                | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD         | Volunteers (unknown at this time) | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |



## D. Individuals and Societies (Social Studies) Goal

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60% of student scored in the range of proficient or better, as evidenced in 2018 Civics EOCs.
2. We expect our performance level to be 65% of students scoring in the range of proficient or better by May 2019.
3. The problem/gap is occurring because of a lack of task to target alignment, a lack of classroom management, low vocabulary acquisition and lacking culturally relevant teaching practices.
4. If teacher capacity in task to target alignment, strength in classroom management and adoption of culturally responsive teaching practices would occur, the problem would be reduced by 5%.

### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving individuals and societies proficiency on the Civics assessment will increase from 77% to 89%, as measured by FSA.

The percent of all students scoring in the proficient range or higher will increase from 60% to 65%, as measured by Civics 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.
- Choose Strategy

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

| WHAT<br>are you doing to implement these strategies?  | WHO<br>is leading this step? | WHEN<br>is it occurring?             |
|---|------------------------------|--------------------------------------|
| Individuals and Societies teachers will work with language and literature teachers to infuse content specific reading and vocabulary into reading instruction                 | Literacy Coach               | Ongoing weekly coach facilitated PLC |
| Creation of cross curricular units of study   | IB Coordinator               | Ongoing during bi-weekly PLCs        |
| Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards. | Department Head              | Bi-weekly PLCs                       |
| Plan implement knowledge checks and use the data to gauge student mastery.  | Department Head              | Bi-weekly PLCs                       |
| Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance                             | Department Head and Coach    | Bi-weekly PLCs                       |

### 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.)



## Subgroup Goals

| Professional Learning Description                                 | Participants<br>(number and job titles)                   | Priority Alignment   |
|---|---|--|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                                      | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration       | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference  | Teachers and administration (10)                          | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019  | Select Staff (5-7)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD  | Volunteers (unknown at this time)                         | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><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 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 4 of 6 modules eligible for bronze/silver/gold by April 2019.
3. The problem/gap is occurring because of limited resources and time.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness our school would have a greater opportunity to be eligible for recognition.

**5. SMART GOALS:**

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

Our school will be eligible in 4 out of 6 modules for bronze/silver/gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

**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<br>are you doing to implement these strategies?   | WHO<br>is leading this step? | WHEN<br>is it occurring?  |
|--|------------------------------|---------------------------|
| We will assemble a Healthy School Team made up of a PE/Health teacher, Wellness Champion, Administrator, Café Manager and a support employee | Principal                    | August 2018               |
| Attend District-supported professional development   | Healthy School Team          | August 2018-April 2019    |
| Complete Healthy Schools Program Assessment  | Healthy School Team          | September 2018            |
| Complete the SMART Snacks in School Documentation  | Café Manager                 | September 2018            |
| Develop and Implement Healthy School Program Action Plan   | Healthy School Team          | October 2018-April 2019   |
| Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)  | Healthy School Team          | Complete by April 1, 2019 |

**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
- Other

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

| Professional Learning Description                 | Participants<br>(number and job titles) | Priority Alignment                                 |
|---|---|--|
| Healthy Schools Program Training Component #19545 | Healthy Schools Team Members            | <input checked="" type="checkbox"/> Other Priority |



## Subgroup Goals

School Improvement Plan 2018-19

|   |                              |  |
|---|------------------------------|--|
| Healthy Schools Team A: Assessment Component #19534                                 | Healthy Schools Team Members | <input checked="" type="checkbox"/> Other Priority |
| Healthy Schools Program Training Component #19545                                   | Healthy Schools Team Members | <input checked="" type="checkbox"/> Other Priority |
| Healthy Schools Program B: Smart Snacks in School Component #19549                  | Healthy Schools Team Members | <input checked="" type="checkbox"/> Other Priority |
| Healthy Schools Program C: Developing and Implementing Action Plan Component #20528 | Healthy Schools Team Members | <input checked="" type="checkbox"/> Other Priority |
| Healthy Schools Program D: Celebrations Component #20539                            | Healthy Schools Team Members | <input checked="" type="checkbox"/> Other Priority |



**G. Career- and College -Readiness**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 59.8% of 8<sup>th</sup> grade students ready for high school with an FSA score of 2 or higher and a minimum GPA of 2.0, as evidenced in School Profile Database.
2. We expect our performance level to be 70% by May 2019.
3. The problem/gap is occurring because student FSA achievement is low and student grading is inconsistent.
4. If teachers were trained on and implemented more equitable grading practices and literacy was a focus in all the classrooms would occur, the problem would be reduced by 10.2%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students earning credit for acceleration coursework will increase from 77% to 89%, as measured by qualifying scores course credit scores and/or industry certifications earned.

The percent of 8th grade students ready for high school with a min GPA of 2.0 or higher and an achievement score of 2 or more on the FSA will increase from 59.8% to 70%, as measured by School Profile Report.

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

- Strengthen stakeholders’ understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
- Strengthen teacher implementation of rigorous instructional practices.
- Choose Strategy

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

| WHAT<br>are you doing to implement these strategies?  | WHO<br>is leading this step? | WHEN<br>is it occurring?                                   |
|---|------------------------------|--|
| Counselors assist students and their 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. | GL Guidance Counselors       | Ongoing as needed when data indicates a need for a change. |
| The Pedagogical Leadership Team will have a counselor and AVID Site Team coordinator on it to help inform decisions regarding course offerings and professional learning.   | IB Coordinator               | Monthly  |
| Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.  | Instructional Coaches        | Bi-Weekly PLCs   |
| Principals and SBLT implement, monitor and adjust school-wide systems for academic support for students in rigorous courses.  | MTSS Coach                   | Weekly during the SBLT meetings                            |
| Align classroom assessment with high-stakes assessment  | Instructional Coaches        | Bi-Weekly PLCs   |
| Implementation of shift in equitable grading practices  | MTSS Coach                   | As appropriate for teachers after PD is offered.           |

**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<br>(number and job titles)                   | Priority Alignment   |
|--|---|--|
| Introduction to restorative practices and Introduction to circles              | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| ASCD's Conference on Educational Leadership: Champions for Equity              | (3) Equity Champions                                      | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences                 | (60) All instructional staff and (4) administration       | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference   | Teachers and administration (10)                          | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019   | Select Staff (5-7)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD   | Volunteers (unknown at this time)                         | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Equitable Grading Practices and Implementation of equitable grading practices. | Volunteers (unknown at this time)                         | <input checked="" type="checkbox"/> Priority 1<br><input type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |



**H. STEM**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 20 students enrolled in afterschool stem academy, as evidenced in FOCUS ELP Attendance.
2. We expect our performance level to be 100 students by May 2019.
3. The problem/gap is occurring because lack of funding or program opportunities.
4. If teachers could research programs and funding for pay would occur, the number of participating students will increase by 80 students.

**5. SMART GOALS:**

EXAMPLE: The percent of all students participating in STEM academy activities will increase from 77% to 89%, as measured by school based data.i

The number of all students participating in STEM Academy activities will increase from 20 to 100, as measured by ELP Focus Attendance data by May of 2019.

**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 ability to engage students in complex tasks.
- Choose Strategy

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

| WHAT<br>are you doing to implement these strategies?  | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|------------------------------|--------------------------|
| Maintain an afterschool STEM program to include STEM Academy, Robotics and Girl Coding  | Assistant Principal          | Weekly during ELP        |
| Utilize a STEM inquiry project through the duration of the STEM academy to engage students in inquiry and engineering design to be displayed at the annual PCS STEM Expo (April 2019) | STEM Coordinator             | Weekly at STEM ELP       |
| Analyze the impact of global issues and real world problems at the local, state, national and international levels  | IB Coordinator               | During bi-weekly PLCs    |

**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<br>(number and job titles)             | Priority Alignment  |
|---|---|---|
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                                | <input checked="" type="checkbox"/> Priority 1,<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3             |



## Subgroup Goals

School Improvement Plan 2018-19

|                            |                                  |  |
|----------------------------|----------------------------------|--|
| Model Schools Conference   | Teachers and administration (10) | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019 | Select Staff (5-7)               | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><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 24% in Reading and 19% in math of black students with an achievement level of 3 or higher, as evidenced in 2018 FSA Scores.
2. We expect our performance level to be 34% and 29% respectively by May 2019.
3. The problem/gap is occurring because of a lack of culturally responsive teaching and equitable grading practices.
4. If teachers implemented culturally responsive teaching practices and more equitable grading practices would occur, the problem would be reduced by 10%.

**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 an achievement score of 3 or higher will increase from 24% in Reading and 19% in Math to 34% in Reading and 29% in Math, as measured by FSA Assessment taken in May 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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     | <ul style="list-style-type: none"> <li><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.</li> <li><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.</li> <li><input checked="" type="checkbox"/> Take students on a college tour of a Historically Black College/University</li> </ul>   | <ul style="list-style-type: none"> <li>• If students are better able to access their learning because teacher’s present content in a culturally relevant way students will continue to high school with a love for learning and a value for their high school diploma increasing the graduation rates.</li> <li>• If students see an environment where they are in the majority they may focus on academics to have access to that higher educational experience.</li> </ul> |
| Student Achievement | <ul style="list-style-type: none"> <li><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.</li> <li><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.</li> <li><input checked="" type="checkbox"/> L35% students in reading and math will have a mentor that keeps a data book that focuses on state assessments, grade, attendance, behavior and goal monitoring on a monthly basis.</li> </ul> | <ul style="list-style-type: none"> <li>• If teachers are using culturally responsive teaching practices and more equitable grading aligned to the standards being taught students will be more prepared for the state assessments measuring standards mastery.</li> <li>• If there is a focus for our students on their data they will improve their scores due to the nature of the relationship built with the mentor and a focus on academic achievement.</li> </ul>      |
| Advanced Coursework | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners.</li> </ul>  | <ul style="list-style-type: none"> <li>• If teachers are working with guidance to use data to place students where they are academically challenged the</li> </ul>   |



## Subgroup Goals

|                    |   |  |
|--------------------|---|--|
|                    | <input checked="" type="checkbox"/> Seminar about College Placement following the visit to an HBCU.<br><input type="checkbox"/> Choose Strategy   | <p>students will achieve higher on state assessments and behavioral concerns may lessen with the challenge.</p> <ul style="list-style-type: none"> <li>If we accompany the visit to the HBCU with a seminar on what is needed for admission students will feel compelled to work on more advanced course work to improve GPA and College entrance requirements.</li> </ul> |
| Student Discipline | <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.<br><input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.<br><input type="checkbox"/> Choose Strategy   | <ul style="list-style-type: none"> <li>When teachers/administrators are using restorative practices to teach students empathy and impact of their choices, they are taught skills to right the situation and their culture is being respected students are more likely to adopt school expected norms thereby decreasing behavior incidence.</li> </ul>                    |
| 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.<br><input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification.<br><input type="checkbox"/> Choose Strategy  | <ul style="list-style-type: none"> <li>If the supports are utilized it will decrease the over-representation of black males in EBD.</li> </ul>   |
| Minority Hiring    | <input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants.<br><input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.<br><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. | <ul style="list-style-type: none"> <li>When we utilize these supports and relationships we will be able to increase our minority teachers on staff.</li> </ul>   |

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<br>are you doing to implement these strategies?  | WHO<br>is leading this step?        | WHEN<br>is it occurring?         |
|---|-------------------------------------|----------------------------------|
| The equity champions on our campus will be working with teachers and staff to adopt more culturally responsive strategies.                                  | (Brown-Hammonds)<br>Equity Champion | Weekly in coach facilitated PLCs |
| Administration and coaches will encourage teachers to participate in equitable grading practices learning and support changes they make in their practices. | MTSS Coach                          | As needed/Ongoing                |



## Subgroup Goals

|   |                       |                                   |
|---|-----------------------|-----------------------------------|
| Consistent review of student data to insure the classes meet the ability level and need of the individual student and provide support or challenge as it is appropriate | Instructional Coaches | Weekly in coach facilitated PLCs. |
|---|-----------------------|-----------------------------------|

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

| Professional Learning Description                                 | Participants<br>(number and job titles)                   | Priority Alignment   |
|---|---|--|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions                                      | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration       | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference  | Teachers and administration (10)                          | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019  | Select Staff (5-7)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD  | Volunteers (unknown at this time)                         | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Equity and Excellence PD  | Volunteers (unknown at this time)                         | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input type="checkbox"/> Priority 3            |
| Equitable Grading Practices Introduction and Implementation       | Volunteers (unknown at this time)                         | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input type="checkbox"/> Priority 3            |



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

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem Solving):**

1. Our current level of performance is 38% in reading and 48% in math of students with learning gains, as evidenced in 2018 FSA.
2. We expect our performance level to be 43% in reading and 53% in math by May 2019.
3. The problem/gap is occurring because instruction was not designed to meet the needs of students for the year .
4. If Placement of co/support teachers fits needs of all students and is monitored for success, the problem would be reduced by 5% in all areas.

**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 with learning gains will increase from 38% in reading and 48% in math to 43% in reading and 53% in math, as measured by the 2019 Florida Standards Assessment.

**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).

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

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

| WHAT<br>are you doing to implement these strategies?   | WHO<br>is leading this step? | WHEN<br>is it occurring?         |
|--|------------------------------|----------------------------------|
| ESE Lesion to work with guidance to place ESE students in classes with supports that meet the needs of the individual students.                                  | VE Lesion                    | August 2018                      |
| ESE teachers and content teachers planning together to differentiate instruction as need to support specific individual student needs.                           | Department Head              | Bi-weekly at PLCs                |
| ESE team using data from assessments and the use of differentiation to make changes to level of restrictive environment to enhance the learning of each student. | VE Lesion                    | 1 x per month with the SBLT team |

**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<br>(number and job titles) | Priority Alignment |
|-----------------------------------|---|--------------------|
|                                   |   |                    |



## Subgroup Goals

|   |   |  |
|---|---|--|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration       | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration             | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference  | Teachers and administration (10)                                | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019  | Select Staff (5-7)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD  | Volunteers (unknown at this time)                               | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Differentiation PD offered within the district                    | As needed or suggested by administration (unknown at this time) | <input checked="" type="checkbox"/> Priority 1<br><input type="checkbox"/> Priority 2<br><input type="checkbox"/> Priority 3                       |





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

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

45

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 40% in reading and 51% in math made learning gains. <sup>60%</sup> 2018 FSA.
2. We expect our performance level to be 45% in reading and 56% in math by May 2019.
3. The problem/gap is occurring because students that arrive with low language skills both in English and their native language and several students fall into or are suspected to be both ELL and ESE support needs.
4. If more ELL students data is monitored for PSW needs and interventions tracking to open for ESE services if applicable would occur, the problem would be reduced by 5%.

**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 making learning gains will increase from 40% in reading and 51% in math to 45% in reading and 56% in math, as measured by 2019 FSA.

**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.
- 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<br>are you doing to implement these strategies?   | WHO<br>is leading this step? | WHEN<br>is it occurring?    |
|--|------------------------------|-----------------------------|
| Student's language development will be monitored throughout the year in their ELL Classes  | ELL Coordinator              | Intermittently              |
| Student where there is a suspicion they are not grasping content for a reason other than language barriers will be recommended to the ACST for discussion and intervention | ELL Coordinator              | When data identifies a need |
|  |                              |                             |

**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<br>(number and job titles)                   | Priority Alignment  |
|---|---|---|
| Introduction to restorative practices and Introduction to circles | (40+) All FTE Generating Teachers, and (4) Administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |



## Subgroup Goals

|   |   |  |
|---|---|--|
| ASCD's Conference on Educational Leadership: Champions for Equity | (3) Equity Champions  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences    | (60) All instructional staff and (4) administration             | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference  | Teachers and administration (10)                                | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019  | Select Staff (5-7)  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Ongoing Marzano PD  | Volunteers (unknown at this time)                               | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Differentiation PD offered within the district                    | As needed or suggested by administration (unknown at this time) | <input checked="" type="checkbox"/> Priority 1<br><input type="checkbox"/> Priority 2<br><input type="checkbox"/> Priority 3                       |



**E. Gifted (As appropriate, based on school data)**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 68.6% in reading and 69.2% in math of gifted students scored a level 4 or higher, as evidenced in 2018 FSA.
2. We expect our performance level to be 72% approaching the 81.5% state average in reading and 73% approaching the 81% state average in math by May 2019.
3. The problem/gap is occurring because students families have elected them out of the gifted elective, teachers are not providing enrichment, utilizing ELP for students struggling.
4. If all gifted students were served in the gifted elective, teachers had more cognitively complex tasks and enrichment available and more gifted students accessed ELP, the % of students with a 4 or 5 would be increased by 3-4% points.

**5. SMART GOALS:**

EXAMPLE: The percent of gifted students achieving level 4 or 5 will increase from 77% to 89%, as measured by FSA.

The percent of gifted students with an achievement level of 4 or 5 will increase from 68.6% in reading and 69.2% in math to 72% in reading and 73% in math, as measured by 2019 FSA Achievement Scores.

**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 to gifted learners and are in addition to the strategies and actions articulated with the content specific goals.)*

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

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

| WHAT<br>are you doing to implement these strategies?   | WHO<br>is leading?       | WHEN<br>is it occurring?           |
|--|--------------------------|------------------------------------|
| The gifted case manager will meet with families to discuss the importance of the gifted elective in pushing the student's ability          | Gifted Case Manager      | During EP meetings                 |
| Supporting teachers with enrichment differentiation during PLCs  | Academic coaches         | Bi-Weekly PLCs led by coaches      |
| Teachers/Staff obtain the gifted micro-credential and or the gifted endorsement so they can better engage gifted learners in complex tasks | TBD based on willingness | Ongoing                            |
| Work with teachers to attend cognitively complex task PD when their comfort level with content and standards is strong enough              | Academic coaches         | Ongoing throughout the school year |

**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            | Priority Alignment                                   |
|---|-------------------------|--|
| PCS Gifted Micro-Credential                           | Voluntary participation | <input checked="" type="checkbox"/> Priority 1, 2, 3 |
| Professional development on Cognitively Complex Tasks |                         | <input checked="" type="checkbox"/> Priority 1, 2    |



**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"> <li>Weekly messages to families</li> <li>Use of School Agenda to communicate</li> <li>Updates in Focus</li> </ul>   | <ul style="list-style-type: none"> <li>Administrative Team</li> <li>Guidance Counselors</li> <li>Teachers</li> </ul> | <ul style="list-style-type: none"> <li>Daily and Weekly</li> </ul> |
| 2. Provide academic tools to families in support of their students' achievement at home.                | <ul style="list-style-type: none"> <li>Mid-Term Progress Reports</li> <li>Parent Conferences</li> <li>Home Visits</li> </ul>   | <ul style="list-style-type: none"> <li>Administrators, Teachers and Staff</li> </ul>                                 | <ul style="list-style-type: none"> <li>Daily and Weekly</li> </ul> |
| 3. Purposefully involve families with opportunities for them to advocate for their students.            | Two annual events to bring families together to celebrate IB. Additional events are being planned to incorporate Schools of Hope family engagement expectations  | <ul style="list-style-type: none"> <li>Family Engagement Teacher Committee</li> </ul>                                | <ul style="list-style-type: none"> <li>Monthly</li> </ul>          |
| 4. Intentionally build positive relationships with families and community partners.                     | <ul style="list-style-type: none"> <li>Schools of Hope Team – Guidance Counselor, Social Worker, Nurse and Family Community Liaison are collaborating on events to build positive relationships with the community.</li> </ul> | <ul style="list-style-type: none"> <li>Schools of Hope Team</li> <li>Family Engagement Committee</li> </ul>          | <ul style="list-style-type: none"> <li>Monthly</li> </ul>          |

**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   |
|--|---|--|
| School based PD from the Office of Strategic Partnerships family and community relations | All staff<br>All administration                     | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input type="checkbox"/> Priority 3                       |
| ASCD's Conference on Educational Leadership: Champions for Equity                        | (3) Equity Champions                                | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| Professional Development produced from learning at conferences                           | (60) All instructional staff and (4) administration | <input type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3            |
| Model Schools Conference   | Teachers and administration (10)                    | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |
| IB Global Conference, 2019   | Select Staff (5-7)                                  | <input checked="" type="checkbox"/> Priority 1<br><input checked="" type="checkbox"/> Priority 2<br><input checked="" type="checkbox"/> Priority 3 |



## SAC Membership

| First Name | Last Name | Race   | Stakeholder Group |
|------------|-----------|--------|-------------------|
|            |           | Select | Choose an item.   |
|            |           | Select | Choose an item.   |
|            |           | Select | Choose an item.   |
|            |           | Select | Choose an item.   |
|            |           | Select | Choose an item.   |
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|            |           | Select | Choose an item.   |
|            |           | Select | Choose an item.   |
|            |           | Select | Choose an item.   |
|            |           | Select | Choose an item.   |

## SAC COMPLIANCE

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

Yes  No, the steps being taken to meet compliance are (describe below): No, we are in the process of electing and appointing members to meet the demographic requirements as outlined in the District School Advisory Council guidelines. Every effort is being made to secure these positions in a timely manner.

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

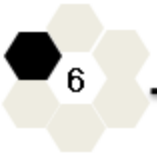
Yes, Committee Approval Date: Click or tap to enter a date.  No No, Once our SAC Board is finalized, the School Improvement Plan will be presented for approval. Again, this will be completed as soon as possible.



## 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                                 |
|--|---|--|
| <b>1. Academic Support</b>   |   | <b>\$ [Insert amount for category]</b> |
|  | [Literacy Team – Language and Literature        | 800.00                                 |
|  | Science Department                              |  |
|  | Mathematics Department                          | 800.00                                 |
|  | Individuals and Societies Department            | 800.00                                 |
|  | Electives (Visual, Performing, World Languages, | 800.00                                 |
|  | AVID)   | 800.00                                 |
|  | [Describe each support on a separate row]       |  |
| <b>2. Behavioral Support</b>   |   | <b>\$ [Insert amount for category]</b> |
|  | [Describe each support on a separate row]       | [Insert Amount]                        |
|  | [Describe each support on a separate row]       | [Insert Amount]                        |
| <b>3. Materials and Supplies</b>   |   | <b>\$ [Insert amount for category]</b> |
|  | [Insert materials on a separate row]            | [Insert Amount]                        |
|  | [Insert materials on a separate row]            | [Insert Amount]                        |
| <b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>  |   | <b>\$ [Insert amount for category]</b> |
|  | [Describe each type on a separate row]          | [Insert Amount]                        |
|  | [Describe each type on a separate row]          | [Insert Amount]                        |
| <b>5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b> |   | <b>\$ [Insert amount for category]</b> |
|  | [Describe categories on a separate row]         | [Insert Amount]                        |
|  | [Describe categories on a separate row]         | [Insert Amount]                        |
| <b>6. Other (please list below)</b>  |   | <b>\$ [Insert amount for category]</b> |
|  | [Describe each on a separate row]               | [Insert Amount]                        |
|  | [Describe each on a separate row]               | [Insert Amount]                        |
| <b>TOTAL \$ [Insert total estimated SIP Budget]</b>  |   |  |



# Budget and Other Requirements