



School Improvement Plan SY 2018-19

Lealman Innovation Academy

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Connisheia Garcia	SAC Chair:	Maria Herman
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School Vision	100% Scholar Success
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School Mission	One sound, one heartbeat; educating scholars with equity
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
560	7	295	64	17	135	1

School Grade	2018 No Grade	2017 No Grade	2016 No Grade	Title I
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	13	11	7	10/12	10	12	16	13/4				
Learning Gains All	31	23	27	23								
Learning Gains L25%												

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Connisheia	Garcia	FT	1-3 years
Asst. Principal	Valencia	Gore	FT	1-3 years
Asst. Principal	Michelle	DuGranrut	FT	1-3 years
Asst. Principal	Konrad	McCree	FT	1-3 years
Curriculum Specialist	Lorena	Conaway	FT	1-3 years
Behavior Specialist	Donald	Johnson	FT	1-3 years
Behavior Specialist	Brooke	Dyett	FT	1-3 years
Guidance Counselor	Tyler	Banks	FT	1-3 years
Guidance Counselor	Mercedes	Harrison	FT	1-3 years
Guidance Counselor	Pamela	Perry	FT	1-3 years
Math Coach	Nicole	McGlashan-Harris	FT	1-3 years
ELA Coach	Lorena	Conaway	FT	1-3 years
Equity Champion	Celeste; Eula	Thomas; Goolsby	FT	1-3 years
ESE	Jocelyn	McElveen	FT	1-3 years
ELL	Mercedes	Harrison	FT	1-3 years
Climate and Culture	Konrad	McCree	FT	1-3 years



Total Instructional Staff:	64	Total Support Staff:	27
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B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving ELA learning gains will increase from 31 to 51.

2. Priority 2: Formative Assessment

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students achieving math learning gains will increase from 27 to 51

3. Priority 3: Culturally Relevant Teaching

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of all students receiving ODRs will decrease from 44 to 30.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	<i>Provide and monitor academic and behavior interventions for students who need additional support to succeed in the general environment and increase student FSA proficiency</i>	<ul style="list-style-type: none"> Weekly data review and analysis (attendance, behavior, academics, PBIPs/FBAs, Steps for improvement Progress monitoring for success 	Principal	<ul style="list-style-type: none"> Assistant Principals (s) Grade-Level leadership Teams Behavior specialists Counselors Curriculum specialist coaches 	Weekly on Wednesday s (8 am)	<ul style="list-style-type: none"> Reports of progress regarding SIP Goals using SIP tracking document One-pager data chart Documented steps for improving and monitoring progress
2.	Tier 3 Problem-solving Team	All Priorities	To provide and monitor additional interventions (academic, social,	<ul style="list-style-type: none"> Weekly data review & analysis 	<ul style="list-style-type: none"> Principal Assistant Principals 	<ul style="list-style-type: none"> Assistant Principal(s) 	Weekly on Wednesday s (9:30 am)	<ul style="list-style-type: none"> Action Planning developed/revised based on data analysis



	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
			emotional, environmental, medical, etc.) for students who exhibit high-risk factors, requiring supports outside the classroom	<ul style="list-style-type: none"> Shared 0365 file which documents interventions and progress CST meeting discussions lead by SSW and Grade-Level Teams 		<ul style="list-style-type: none"> Student Services Counselors 		<ul style="list-style-type: none"> Progress monitoring of intervention success as documented in 0365 CST master file/minutes
3.	Equity Team	All Priorities	To cultivate a culture of equity achieve equity with excellence for all staff and students	<ul style="list-style-type: none"> Equity Team (ET) facilitates problem identification by sharing data and documenting disparities ET takes responsibility for addressing identified issues ET conducts all staff PD monthly Equity Team follow up 	<ul style="list-style-type: none"> Principal Equity Team School Champions 	<ul style="list-style-type: none"> All staff 	Monthly	<ul style="list-style-type: none"> Data review/analysis Teacher feedback/response tools Action Planning developed/revised based on data analysis Progress monitoring of intervention success as documented by Equity Team
4.	Child Study Team	All Priorities	To provide and monitor additional interventions (academic, social, emotional, environmental,	<ul style="list-style-type: none"> Weekly data review & analysis Shared 0365 file which documents 	Principal	Assistant Principal(s)	Weekly on Wednesdays (9:30 am)	<ul style="list-style-type: none"> Action Planning developed/revised based on data analysis Progress monitoring of intervention



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			medical, etc.) for students who exhibit high-risk factors, requiring supports outside the classroom	interventions and progress <ul style="list-style-type: none"> • CST meeting discussions lead by SSW and Grade-Level Teams 				success as documented in 0365 CST master file/minutes
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>)	All Priorities	<ul style="list-style-type: none"> • To increase academic achievement in all core subject areas • To achieve an increase in proficiency as evidenced by learning gains shown for every student 	<ul style="list-style-type: none"> • Teachers collaborate to select and implement rigorous tasks aligned with each standard, including LAFS • Administrators and teachers engage in ELA-focused learning walks using district provided • walkthrough tools • PLCs bi-weekly to support collaboration and instructional strategies based on formative assessment reflection 	<ul style="list-style-type: none"> • Principal • Assistant Principals • Coaches • Behavior Specialists 	<ul style="list-style-type: none"> • All Instructional Staff • All classroom support staff • School Leaders • Counselors 	Monthly every 3 rd Wednesday	<ul style="list-style-type: none"> • PLC/Meeting /PD agendas + minutes • Lesson plan monitoring feedback form • Walkthrough feedback • PD materials • Teacher feedback • Various data analysis tools, responses, action plans, and monitoring • Formative assessment analysis • Reflection Tools • District Materials regarding target-based grading, formative assessment, & culturally responsive instruction



	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
				<ul style="list-style-type: none"> Lesson plans monitored by administrators with meaningful feedback regarding rigor and alignment to standards Admin to perform weekly walkthroughs followed by immediate feedback School-based PD opportunities offered monthly (30 and out, and all staff PDs) 				
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	See SBLT	<ul style="list-style-type: none"> See SBLT 	See SBLT	See SBLT	See SBLT	<ul style="list-style-type: none"> See SBLT
7.	PBIS Team	All Priorities	To implement & improve change processes based on analysis and	<ul style="list-style-type: none"> Re-iterate expectations in classrooms, hall-passes, bell-to-bell 	Behavior Specialists	<ul style="list-style-type: none"> Behavior Specialists Leadership Team 	1 st & 3 rd Tuesday after school	<ul style="list-style-type: none"> School-wide PBIS events Daily/weekly reward incentives



	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
			review of student behavior	instruction, calling for assistance, & reviewing discipline data		<ul style="list-style-type: none"> Grade Level Teams 		<ul style="list-style-type: none"> Data reflects decreased referrals/discipline interventions Data reflects increase in positive behavior school wide
8.	Family Engagement Team	Priority 3	<ul style="list-style-type: none"> Effectively communicate with families about their students' progress and school processes/practices. Provide academic tools to families in support of their students' achievement at home. Purposefully involve families with opportunities for them to advocate for their students Intentionally build positive relationships 	<ul style="list-style-type: none"> Conduct Pre-School Open House to communicate school processes & practices Provide 9th grade scholars with requirement for high school Provide 12 grade scholars with requirements for graduation Curriculum Nights - Provide parents/guardians with resources for use with their scholars at home & check-ins with teachers 	<ul style="list-style-type: none"> A-Team 	<ul style="list-style-type: none"> A-Team Mrs. Gore Mrs. Gore Mrs. Conaway 	<ul style="list-style-type: none"> Tuesday, 7/31 September September 1 per semester; TBD 	<ul style="list-style-type: none"> Family surveys Family newsletters School Messenger calls Family engagement community events (parks and rec) School-based family events (Book drives, Title one nights, FSA Nights, Awards nights, etc.)



	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
			with families and community partners					
9.		Choose an item.		•	Mrs. Conaway	Mrs. Conaway	September 27 th ?	•
10.		Choose an item.		•	• Mrs. Conaway/ McGlashan- Harris PTA Board	• Mrs. Conaway/ McGlashan- Harris PTA Board	• 1 per semester Monthly	•
11.		Choose an item.		<ul style="list-style-type: none"> • Great American Teach-In • Offer quarterly parent events including African-American Celebration/Multicultural Night • Provide opportunity to visit SPC for Grades 8 – 12 scholars • LIA Showcase/Talent Show • PTA meetings 	<ul style="list-style-type: none"> • F & C Liaison • TBD • F & C Liaison • Mr. Begovic PTA Board 	<ul style="list-style-type: none"> • F & C Liaison • TBD • F & C Liaison • Mr. Begovic PTA Board 	<ul style="list-style-type: none"> • Wednesday, 11/14 • TBD • TBD Monthly 	•



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 44.2 Percent of students received ODRs during the 2017-18 school year. We expect our percent of students receiving ODR's decrease from 44.2% to 30% by May 2019.
2. The problem/gap in behavior performance is occurring because lack of culturally relevant classroom management.
3. If fidelity regarding culturally relevant classroom management regarding behavior matrix implementation would occur, the problem would be reduced by creating clear and consistently enforced behavior expectations evidenced by the Florida Positive Behavioral Interventions and Support Project. We would like to see a reduction in ODRs by at least 14% as evidenced by the School Profile Dashboard.
4. We will analyze and review our data for effective implementation of our strategies by SBLT and student services meetings.

5. SMART GOAL:

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

The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 44.2% to 30%, as measured by the end of the year ODR data from the School Profile Dashboard.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- 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 to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>All staff will attend a Community Awareness Tour to assist with the facilitation of restorative efforts via building relationships and enhancing connections to students/ their community.</i>	<ul style="list-style-type: none"> • Johnson (Behavior Specialist), Dyett (Behavior Specialist), and grade level administrators 	<ul style="list-style-type: none"> • Aug. 3rd
<i>Staff will attend monthly PD for Classroom Management and Student Success to assist in building classroom cultures/ rapports that provide learning environments to consistently reinforce expectations as well as support the endeavors of analyzing/ implementing research based practices .</i>	<ul style="list-style-type: none"> • Leadership Team (administrators, counselors, behavior specialists) 	<ul style="list-style-type: none"> • Monthly



Develop school-wide roll-out and development plan of RP/SEL by instituting lesson plans modeling restorative circles for the ongoing process of addressing social/ character progression.	<ul style="list-style-type: none"> Johnson & Dyett (behavior specialists) Teachers 	<ul style="list-style-type: none"> 1st 10 Days Bi-Weekly
Attend district-led, two-day team training for Restorative Approaches and SEL for foundational purposes on which to build the capacity of instructional staff for use of restorative strategies/ classroom management actions as well as align “push in” professional development efforts.	<ul style="list-style-type: none"> Garcia, McCree, Goolsby, Abuyu, Lightfoot 	<ul style="list-style-type: none"> June 18th & 19th
Monitor and support staff in the initial implementation and subsequent fidelity steps of RP/SEL advancements by way of walkthroughs, provision of feedback, and informal conferences.	<ul style="list-style-type: none"> Leadership Team (administration, behavior specialist, and student services) 	<ul style="list-style-type: none"> Weekly
Review student and teacher data (academic and behavioral) for trend analysis (Strengths, Weaknesses, Opportunities, Threats/ barriers), next steps aligned with SIP and school performance goals.	<ul style="list-style-type: none"> Student Services/SBLT (administration, behavior specialists, counselors, social worker, and psychologist) 	<ul style="list-style-type: none"> Weekly
Update school-wide plan monthly. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Student Services/SBLT 	<ul style="list-style-type: none"> Weekly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly push-ins to support Restorative Practice to support pre-school trainings that introduced restorative practices and using circles effectively.	All Instructional Staff (specific number of staff members to be determined per observations and conduction of needs assessments) Behavior specialists (Johnson and Dyett)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly PD opportunities for continued implementation of Successful Behavior Management System	All Instructional Staff (45 total) Behavior specialists (Johnson and Dyett)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Learning Walks among grade level teams for comparison to determine strengths, build capacity for growth opportunities, and provide PLC constructs for productive dialogue and lesson planning.	All instructional staff (45 total)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 89.6% with 39% of all students absent 10% or more. We expect our performance level to be at or below 30% of students missing more than 10% of school by May 2019.
2. The problem/gap in attendance is occurring because of a lack of effective communication.
3. If more and improved communication between school and home would occur, the problem would be reduced by with an intended decrease of at least 15 %.
4. We will analyze and review our data for effective implementation of our strategies by reviewing data via 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 school will decrease from 39% to 30%, as evidenced by 2018-2019 attendance dashboard data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Child Study Team & SBLT	Weekly
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Social Worker	Quarterly
<i>Develop and implement attendance incentive programs and competitions.</i>	SBLT	Monthly
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Child Study Team & Parent Involvement Team	Quarterly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Child Study Team	Bi-Weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Child Study Team & Student Services	Bi-Weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT & Grade Level Administrative Assistants	Daily

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Grade Level Meetings	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level House Meetings	Assistant Principals, Guidance Counselors, Administrative Assistants	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 31 % of students achieved ELA gains as evidenced in FSA ELA Score Report 2017-18.
2. We expect our performance level to be 51% ELA Gains by June of 2019 .
3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.
4. If standards-based grading would occur, the problem would be reduced by being able to see evidence of increased individual academic performance related to standards implemented. [Click or tap here to enter text..](#)

5. SMART GOALS:

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

The percent of all students achieving ELA gains will increase will increase from 31% to 51%, as measured by FSA ELA Score Reporting.

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

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Admin to perform weekly walkthroughs followed by immediate feedback	Administrators	Weekly
Lesson plans monitored by administrators with meaningful feedback regarding rigor and alignment to standards	Administrators and Coaches	Bi-weekly
PLCs bi-weekly to support collaboration and instructional strategies based on formative assessment reflection	Administrators and Coaches	Bi-weekly
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including LAFS	Administrators and Coaches	Bi-weekly
Teachers use various writing tools and manipulatives in addition to encouraging students to select tools that support making sense of writing in response to text	Administrators and Coaches	Bi-weekly
Administrators and teachers engage in ELA-focused learning walks using district provided walkthrough tools	Administrators and Coaches	Monthly

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

- Priority 1
- Priority 2
- Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly PLC Workshops facilitated by Administrators/Coaches	Administrators and Coaches	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ELA/Reading PLCs, Push-ins by Administrators	Administrators and coaches	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Writing Across the Curriculum	All Instructional Personnel	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 27% of achieve Math gains, as evidenced by the FSA Math Score Report 2017-2018.
2. We expect our performance level to be 51% Math gains by June of 2019.
3. The problem/gap is occurring because instruction alignment to standards it not being implemented with fidelity.
4. If standards-based grading and alignment would occur, the problem would be reduced by being able to see evidence of increased individual academic performance related to standards implemented.

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 achieving math gains will increase from 27% to 51%% , as measured by FSA 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.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System (MAFS) and Rich Mathematical Tasks from the curriculum Guides	Morrow, Eubank, Dugan-Martinez, Morris, Brzycki, Bodine, Outram, Hasan, Reilly, Abuyu	Daily
Teachers use various math tools and manipulatives (rulers, number line, counters, pattern blocks, base ten blocks, etc) and encourage students to select tools that support making sense of problems	Morrow, Eubank, Dugan-Martinez, Morris, Brzycki, Bodine, Outram, Hasan, Reilly, Abuyu	Daily
Administrators and teachers engage in mathematics-focused learning walks using district provided walkthrough tools	Administrators and Coaches	Monthly
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback.	Administrators	Weekly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly PLC Workshops facilitated by Administrators/Coaches.	Administrators and Coaches	<input checked="" type="checkbox"/> Priority 1



Academic Goals

		<input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Math PLCs, Push-ins by Administrators with a focus on data and instruction.	Administrators and Coaches	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Coaching cycles for teachers by Math Coach as needed.	Administrators and Math Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 10 percent performing at or above Level 3 proficiency, as evidenced in Science Score Report 2017-18.
2. We expect our performance level to be 15 percent proficient by June 2019.
3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.
4. If instruction is aligned to the level of standards more student mastery would occur, the problem would be reduced by at least 5 percent.

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 achieving science proficiency will increase from 10% to 15%, as measured by FSA Science Score Report 2018-2019.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons and provide feedback.	Administrators	Weekly
Lesson plans monitored by administrators with meaningful feedback regarding rigor and alignment to standards	Administrators and Coaches	Bi-Weekly
PLCs monthly to support collaboration and instructional strategies based on formative assessment reflection	Administrators and Coaches	Monthly
Teachers collaborate to select and implement rigorous tasks aligned with each standard and rich complex tasks from the curriculum guides.	Science Department Chair	Bi-weekly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Science teachers will participate in monthly PLC push ins related to formative assessment, differentiated instruction, or standards based instruction/grading.	All science teachers (4) and Mrs. Gore, AP	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Science teachers will participate in monthly department PLCs	All science teachers (4) and Mrs. Gore, AP	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teachers will work with district coaches as needed to improve instruction.	Science teachers and district coaches	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 16 percent proficiency , as evidenced in 2017-2018 Civics Score Report.
2. We expect our performance level to be 21% of all learners at a level 3 or above by the end of the 2018-2019 school year.
3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity .
4. If standards-based grading and instructional alignment with regular formative assessments would occur, the problem would be reduced by at least 50%.

5. SMART GOALS:

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

The percent of all students achieving social studies proficiency will increase from 16% to 21%, as measured by FSA.

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

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All teachers will incorporate daily cognitively complex tasks, WICORT, and engage students in tracking their progress using learning goals and scales.	All instructional staff and monitored by administration.	Each day, in every class period.
Teachers will use MTSS processes to integrate Tier 2 interventions for students in need.	All instructional staff and monitored by administration.	Weekly in SBLT and Child Study team meetings.
Teachers will provide detailed scales and rubrics based on the standard being taught. Teacher will specifically go over scale to ensure student mastery.	All instructional staff and monitored by administration.	Each day, in every class period.
Teachers will receive professional development that will focus on topics such as formative assessments, data collection, data analyzing, monitoring for learning, and appropriate instructional strategies.	Curriculum specialists, school-based coaches, and administration.	Continuously after walk throughs, push-in's, PLC's, grade level meetings, & faculty meetings.

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

- Priority 1 Priority 2 Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly PLC Workshops facilitated by Administrators/Coaches	Assistant Principals, Coaches, & Social Studies teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Social Studies PLCs, Push-ins by Administrators	Assistant Principals, Coaches, & Social Studies teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 4 out of 4 modules with action plans, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 4 out of 6 modules eligible for bronze, silver & gold by May 2019.
3. The problem/gap is occurring because of the ease of availability of unhealthy snacks for purchase during lunches.
4. If providing limited and healthier snack options would occur, the problem would be reduced by a projected 30% decrease 30% of unhealthy snacks purchased.

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 recognition by May 2019 as evidenced by the Alliance for a Healthier Generation, Healthy Schools Program Framework.

The percent of all students who purchase and consume unhealthy snacks will decrease from 60% to 30%, as measured by school-based data café report.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?

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

- Priority 1
- Priority 2
- Priority 3

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

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



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67%, as evidenced in our school industry certification data.
2. We expect our performance level to be at or above 75% passing by May 2019.
3. The problem/gap is occurring because multiple industry certification courses are not offered due to low anticipated pass rate, or student schedule conflicts.
4. If more extensive support and more frequent assessment would occur, the problem would be reduced by at least 10%.

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.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework, and industry certifications.
- Strengthen implementation of career academies to support student engagement, learning and project-based instruction.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Extended Learning Program	McCree	Tuesday & Thursday
Monitor and support staff for implementation with fidelity.	Leadership Team	Weekly
Culinary Arts Instructor will provide instruction to prepare culinary students to pass industry certifications.	McCree/Goolsby	Daily
Information Technology (IT) Instructors will prepare top 20% of Learners to pass IC3 (7 th and 8 th grade) and Microsoft Office Specialist application, MOS, (9 th graders). Other IT industry certifications will be offered for High School learners meeting basic requirements.	McCree/Goolsby	Daily
By May 2019, 60% of Career Technical Education (CTE) students taking industry certifications will pass, as measured by benchmarks, test, quizzes, formative assessments, and certification results.	McCree/Goolsby	Daily

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly PLC Workshops facilitated by Administrators/Coaches	Assistant Principals & Coaches	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
CTE Instructors will receive professional development/certification to provide industry certifications.	CTE Instructors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0% of students participating in STEM Academy activities, as evidenced in school based data.
2. We expect our performance level to be at least 30% participation by May 2019.
3. The problem/gap is occurring because of the lack of accessibility to STEM Academy activities.
4. If implementation of STEM Academy activities would occur, the problem would be reduced by observing a 30% increase of STEM participation.

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.

The percent of all students participating in STEM activities will increase from 0% to 30%, as measured by school based data.

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

- Choose Strategy
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Staff will collaborate to select and implement STEM activities aligned with FSA standards and STEM guidelines	D. Johnson	Bi-Weekly
Content teachers will collaborate to plan and integrate writing across curriculum performance task that incorporates STEM activates	Core Teachers	Monthly
Quarterly show case of STEM activities	D. Johnson & Core Teachers	Quarterly
Administrators monitor and support STEM facilitators and participants	Admin	Weekly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to STEM teaching practices and exploration of district provided resources	Whole staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
On-going facilitation of STEM PD	STEM Leaders	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 27% of seniors are on track to graduate, as evidenced in the 2015 Graduation Cohort Report.
2. We expect our performance level to be 60% of seniors will graduate on time by May 2019.
3. The problem/gap is occurring because some students have not passed the FSA and/or Algebra I EOC assessments. We also have students that have a GPA lower than 2.0 and/or do not have the required credits for graduation.
4. If students pass the FSA and/or Algebra I EOC, and students raise their GPA to at least 2.0 and earn the correct credits would occur, the problem would be reduced by 33%.

5. SMART GOALS:

EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The percent of 12th grade students to graduate on time will increase from 27% to 60%, as measured by the 2015 Graduation Cohort Report.

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

- Intensify focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
A review of students FSA, Algebra I EOC, GPA, and credit data will take place during pre-school. This information will be used to correctly schedule students.	Mrs. Gore and Ms. Parry	July 2018
Students with a GPA less than 2.0 will be placed in classes for grade forgiveness.	Mrs. Gore and Ms. Parry	July 2018 and January 2019
Students that have not passed FSA or earned a concordant score will be placed in a reading class.	Mrs. Gore and Ms. Parry	July 2018
Students who have not passed the Algebra I EOC will take the in school ACT and SAT. The non-college reportable test will be administered when possible.	Mrs. Gore and Ms. Parry	Throughout the year.
Students who have not passed the Algebra I EOC will take the Pert test monthly.	Ms. Parry	Monthly
ELA and Reading teachers will use SATPractice.org weekly.	Administrators, ELA teachers, and Reading teachers.	Weekly
Reading and math pull outs with students that have not passed FSA and/or Algebra I EOC	Reading Coach, Math Coach, and district coaches	Monthly
The ESE department will work to earn a waiver for students that have not passed FSA and/or Algebra I EOC	Ms. McElveen and Ms. Figueroa	First Semester



Hold at least one graduation parent night per semester.	Mrs. Gore and Ms. Parry	September 2018 and January 2018
Develop an action plan for each senior that is not on tract to graduate that will allow them to graduate on time. Each plan will be monitor	Ms. Parry	August 2018

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
High school core subject teachers will meet monthly as a Professional Learning Community to discuss student progress with meeting graduation requirements.	High school teachers (9), high school guidance counselor, high school administrator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 39% or 5 out of 13 black seniors graduated from their 2015 cohort, as evidenced in the 2015 Graduation Cohort Reports..
2. We expect our performance level to be % or 13 out of 22 seniors will graduate on time by May 2019 .
3. The problem/gap is occurring because students have not passed one or more of the following: ELA FSA or earned a passing concordance score; have not passed Algebra FSA or passed Pert; missing one or more credit; or overall GPA is below 1.95
4. If students pass FSA ELA and Algebra, recovered missing or failed credits, and raised overall GPA the problem would be reduced by 33%

5. SMART GOALS:

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

The percent of black students graduating from high school with their cohort will increase from 50% to 60%, as measured by FLDOE end of year graduation file.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Culturally relevant instructional practices will increase student engagement and will create environments where students want to learn.
Student Achievement	<input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Teachers will be better equipped to partner with both students and their families to encourage optimal student achievement.
Advanced Coursework	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Real time data will help teachers tailor their instructional strategies for improved student proficiency and for remediation where necessary.
Student Discipline	<input checked="" type="checkbox"/> Conduct monthly discipline disparity/restorative practices training with school administrators. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Improved and practice strategies will help decrease discipline disparity and improve relationships between students and staff.
ESE Identification	<input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Effective relationships will be fostered, and appropriate interventions will be in place to help model appropriate behaviors.



Subgroup Goals

Minority Hiring	<input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Established relationships among teachers and staff will create a culture that is conducive and welcoming of suggestions.
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7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Including culturally responsive strategies in every classroom	McCree and all instructional staff	Daily
Weekly Restorative Circle time	All instructional staff, monitored by all administrators	Weekly
Grade level and team PLC	Administrators, Department heads, academic coaches	Weekly
Data chats	Administrators, Department heads, academic coaches, all instructional staff	Monthly

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally relevant lesson planning	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Writing across the curriculum	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Interactive notebook	All ELA teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 2.7 percent ESE ELA proficiency, as evidenced in FSA Score Reporting.
2. We expect our performance level to be 31 percent achieving ELA proficiency by April of 2019.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes.
4. If effective, differentiated interventions would occur, the problem would be reduced by an increase of 10 percent proficiency.

5. SMART GOALS:

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

The percent of ESE students achieving ELA proficiency will increase from 2.7 to 31, as measured by FSA ELA 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 for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers collaborate to select and implement rigorous, differentiated interventions aligned with each standard	VE Specialist Assistant Principal	Weekly
Case managers will identify and enroll selected students for Unique Skills classes	VE Specialist Assistant Principal	Weekly
Teachers will use various instructional tools and manipulatives in addition to encouraging students to select tools that support making sense of problems.	VE Specialist Assistant Principal	Daily
Administrators will monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe small group/classroom support and provide feedback	Assistant Principal	Weekly

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



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly PLC Workshops facilitated by Administrators/VE Specialist	Administrators VE Specialist	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Ongoing facilitation of best ESE practices during monthly ESE PLCs and Push-ins	Admin VE Specialist ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Learning Walks by Grade Level	ESE Teachers Admin	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <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.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 4.8 percent of ELL students are proficient in ELA, as evidenced in FSA Score Reporting.
2. We expect our performance level to be 10 percent by June of 2019.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes..
4. If effective, differentiated interventions/supports would occur, the problem would be reduced by producing a 5 % increase in student proficiency..

5. SMART GOALS:

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

The number of ELL students achieving ELA proficiency will increase from 4.8% to 10 percent, as measured by FSA Score Reporting.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers collaborate to select and implement rigorous, differentiated ELL interventions aligned with each standard	ELL Specialist	Weekly
Teachers will use various instructional tools and manipulatives in addition to encouraging students to select tools that support making sense of problems.	ELL Specialist	Daily
Administrators will monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe ELL small group/classroom support and provide feedback	Assistant Principal	Weekly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PDs and PLCs facilitated by administrators regarding culturally relevant instruction and AVID methods	APs	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Conduct Pre-School Open House to communicate school processes & practices Provide 9th grade scholars with requirement for high school Provide 12 grade scholars with requirements for graduation Curriculum Nights - Provide parents/guardians with resources for use with their scholars at home & check-ins with teachers 	<ul style="list-style-type: none"> A-Team Mrs. Gore Mrs. Gore Mrs. Conaway 	<ul style="list-style-type: none"> Tuesday, 7/31 September September 1 per semester; TBD
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Title One Night - Provide parents/guardians with resources for use with their scholars at home 	<ul style="list-style-type: none"> Mrs. Conaway 	<ul style="list-style-type: none"> September 27th?
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Curriculum Nights - Provide parents/guardians with resources for use with their scholars at home & check-ins with teachers PTA meetings 	<ul style="list-style-type: none"> Mrs. Conaway/McGlashan-Harris PTA Board 	<ul style="list-style-type: none"> 1 per semester Monthly
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Great American Teach-In Offer quarterly parent events including African-American Celebration/Multicultural Night Provide opportunity to visit SPC for Grades 8 – 12 scholars LIA Showcase/Talent Show PTA meetings 	<ul style="list-style-type: none"> F & C Liaison TBD F & C Liaison Mr. Begovic PTA Board 	<ul style="list-style-type: none"> Wednesday, 11/14 TBD TBD Monthly

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
Strategic Planning and Communication PD Opportunities	Family Engagement Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PD opportunities such as Collaborating Success, High Impact Classroom, Family Friendly Training, Dual Capacity Training for Engagement Teams		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Connisheia	Garcia	Black	Principal
Maria	Herman	White	Teacher
Family Community Liason (TBD)	TBD	Other	Support Employee
Neil	Brickfield	White	Business/Community
Brooke	Dyette	Black	Other Instructional Employee
Alecia	May	White	Parent
Kurt	Schuller	White	Parent
Pamela	Parry	Black	Other Instructional Employee
Helen	Ramsey-Smith	Black	Parent
Konrad	McCree	Black	Other Instructional Employee
Tyler	Banks	Black	Other Instructional Employee
Valencia	Gore	Black	Other Instructional Employee
Lorena	Conaway	White	Other Instructional Employee
Donald	Johnson	Black	Other Instructional Employee

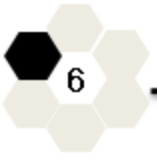
SAC COMPLIANCE

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

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

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

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ 400.00
	ELA Supplemental Materials & Manipulatives	200.00
	Math Supplemental Materials & Manipulatives	200.00
2.	Behavioral Support	\$ 400.00
	[Resources to support engagement strategies	200.00
	Resources to support relationship building	200.00
3.	Materials and Supplies	\$ 400.00
	PBIS supplemental materials to support closing the achievement gap	200.00
	Restorative Practice supplemental materials to support closing the achievement gap	200.00
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ 400.00
	Travel Expenses (flight or mileage)	[200.00
	Professional Development Registration Fees	200.00
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 400.00
	Teacher Duty Elsewhere (TDE)	200.00
	Stipends	200.00
6.	Other (please list below)	\$ 400.00
	Miscellaneous expenses	200.00
	Extra supplies or materials needed	200.00
TOTAL \$ [2,400]		