



School Improvement Plan SY 2018-19

Nina Harris ESE Center

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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:	Arlene Sullivan	SAC Chair:	Joey Bower
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School Vision	100% Student Success
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School Mission	Nina Harris is dedicated to exposing students with special needs to real world academic concepts in a safe, nurturing environment to maximize their success at home, school and the community.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
	4.12%	25.22%	15.59%	3.66%	51.37%	

School Grade	2018 Unsatisfactory	2017 No Grade	2016 No Grade	Title I

FSA Proficiency Rates	Level 1		Level 2		Level 3		Level 4	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Reading	82	77	14	19	4	1	0	2
Mathematics	86	87	13	11	0	2	1	0

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Arlene	Sullivan	FT	11-20 years
Assistant Principal	Kent	Vermeer	FT	1-3 years
Climate and Culture	Victoria	Rosado	FT	11-20 years
Equity Champion	MaryBeth	Kenyon-Colvard	FT	11-20 years
InD Coach	Cynthia	Rekort	PT	4-10 years
Speech Therapist	Lynette	Hartmann	FT	4-10 years
ASD Teacher	Gabrielle	Lyon	FT	11-20 years
PVE Teacher	Samantha	Hernandez	FT	4-10 years
Behavior Specialist	Jacqueline	Grimes	FT	4-10 years
School Psychologist	Donna	Powers	PT	1-3 years
ASD Teacher	Deborah	Young	FT	4-10 years
Technology Specialist	Jessie	Brown	FT	1-3 years
Teacher Associate	Sharon	Mizerack	FT	Less than 1 year
Total Instructional Staff:	12	Total Support Staff:	1	



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: Communication

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Communication , then the percent of ESE students using reliable response mode will increase from 23% to 28%.

2. Priority 2: Conditions for learning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Conditions for learning, then the number of ESE students behavior support calls schoolwide will decrease from 1705 behavior support calls schoolwide to 1620 behavior support calls or less schoolwide.

Standards-based Instruction

3. Priority 3:

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of ESE students making overall learning gains in ELA and Math will increase from an average of 18% to 26%.



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/MTSS	All Priorities	<ul style="list-style-type: none"> • Increase academic proficiency • Decrease behavior support calls • Improve student communication skills 	<ul style="list-style-type: none"> • Monitor progress toward SIP goals • Review Academic and Behavior Data • Identify professional development needs based on academic and behavior data 	School Counselor	<ul style="list-style-type: none"> • Principal • Assistant Principal • InD Coach • School Counselor • SLPs • Behavior Specialist • Teachers • Support Personnel 	Three times monthly (on Tuesdays)	<ul style="list-style-type: none"> • Agenda and Minutes of each MTSS • Academic and behavior data • Communication Matrix Profile will indicate improvement
2.	Team Leaders	Priority 1 Priority 3	<ul style="list-style-type: none"> • Plan professional development to support communication 	<ul style="list-style-type: none"> • Provide time for grade level teams to collaborate and plan. 	InD Coach	<ul style="list-style-type: none"> • Principal • Assistant Principal • InD Coach 	Monthly	<ul style="list-style-type: none"> • Lesson plans aligned to Florida Standards Access Points. • Communication needs of students



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			and standard based instruction	<ul style="list-style-type: none"> Plan weekly PLCs 		<ul style="list-style-type: none"> Team Leaders 		will be evident in lesson plans <ul style="list-style-type: none"> Sign In sheets for professional development
3.	Equity Team	Priority 2 Priority 3	To ensure all staff recognize diversity in students background and cultures that may impact social and learning barriers	<ul style="list-style-type: none"> Staff will be introduced to culturally relevant teaching through professional development 	Equity Champion	<ul style="list-style-type: none"> All Staff 	Preschool and PLCs	<ul style="list-style-type: none"> Sign In sheets for professional development
4.	Child Study Team	Priority 2	To monitor students absences across all grade levels to determine interventions to improve attendance	<ul style="list-style-type: none"> review student attendance data Identify the causes of absences Develop Interventions 	Principal	<ul style="list-style-type: none"> Principal Assistant Principal, Social Worker School Counselor Registered Nurse 	Bi-monthly	<ul style="list-style-type: none"> Child Study Team reports are turned in to District personnel
5.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>		Same as SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW: Behavior Call Data

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is a total of 1705 behavior support calls for 2017-18 school year. We expect our performance level to be reduced by 5% or more behavior support calls for the 2018-19 school year.
2. The problem/gap in behavior performance may be occurring due to students' communication challenges.
3. If high leverage strategies which support teaching communication skills would occur, the problem would be reduced by 5% or more, as evidenced by schoolwide behavior calls by May 2019. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing monthly schoolwide behavior support calls.

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 percentage of schoolwide support calls generated by ESE students requiring behavior support/intervention will decrease from 1705 to 1620, as measured by schoolwide behavior support data by May 2019.

6. STRATEGIES:

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

- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Choose Climate and Culture Strategy
- 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?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • Principal/Restorative Practice Team 	<ul style="list-style-type: none"> • June 2018
Ensure at least one staff member attend and becomes is a certified Trainer of Restorative Practice	<ul style="list-style-type: none"> • Vicki Rosado 	<ul style="list-style-type: none"> • June 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • Restorative Practice Team 	<ul style="list-style-type: none"> • Preschool and throughout the 2018-19 school year
Conduct learning opportunities. <ul style="list-style-type: none"> • TEACCH • Restorative Practices/Social Skills • CPI • Communication Strategies 	<ul style="list-style-type: none"> • Behavior Specialists • Restorative Practice Team • District Coordinator • SLP Therapists 	<ul style="list-style-type: none"> • October 2018 • 2018-19 school year • Pre-School 2018 • Ongoing 2018-19



<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • MTSS Team 	<ul style="list-style-type: none"> • Monthly
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> • MTSS Team 	<ul style="list-style-type: none"> • Monthly
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • MTSS Team 	<ul style="list-style-type: none"> • 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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
TEACCH training schoolwide (1st Day)	9 ASD teachers, 8 SVE teachers, 8 PVE teachers , 1 PreK PVE teacher, 4 PE teachers , 3 Behavior Specialists, 1 Art teacher, 1 Music teacher and 9 Therapists	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
TEACCH training (2 nd Day)	6 ASD teachers and 5 SVE teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
CPI Training	All instructional and support staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practice	All instructional and support staff	Priority 2
Communication Strategies	All instructional staff	Priority 1



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current daily attendance rate is 84.71%. We expect our daily attendance rate to be 89.71% by May 2019..
2. The problem/gap in attendance is occurring because many of our students have significant medical needs and caregivers do not use the resources available which prevent them from coming to school.
3. If caregivers understood and use resources that are available , the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by May 2019.

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 ESE students missing more than 10% of school monthly will decrease from 41% to 36% , as measured by attendance dashboard data by the end of May 2019.

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

- Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
- Choose Attendance Strategy
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal	preschool
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child Study Team	August 2018
Engage families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal	Back To School Night
Review data and effectiveness of school-wide attendance strategies on a bi-monthly basis.	Child Study Team	Bi-Monthly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-monthly basis.	Child Study Team	Bi-Monthly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Data Management Tech	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
Utilize Focus for coding attendance and logging parent contacts	26 Instructional Personnel	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Inform teachers of options available for students who have long-term medical needs (Hospital/Homebound)	26 Instructional Personnel	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when 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: 2018 FSAA Data

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 9%, as evidenced by learning gains as measured by 2018 FSAA.
2. We expect our performance level to be 19% by May 2019.
3. The problem/gap is occurring because the students response modes are often not be well established due to their significant cognitive disabilities
4. If students are provided instruction that supports the development of their response mode, 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 FSAA.

The percent of ESE students who made learning gains will increase from 9% to 19%, as measured by FSAA.

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

- Strengthen staff practice to utilize questions to help students communicate content.
- 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?
Develop and Implement ELA lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections	InD Coach	ongoing
Collaborative Planning	InD Coach/Team Leaders	weekly
Incorporate communication strategies into lesson planning	Team Leaders/SLP/Technology Specialist	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
ELA Curriculum training to focus on the new scope and sequence and lesson plans	26 teachers 1 InD Coach	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Communication Matrix/Report training	26 Teachers 3 SLPs 1 Technology Specialist 1 InD Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Communication Plan Development (Philip Schweigert)	26 Teachers 3 SLPs 1 Technology Specialist 1 InD Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW: 2018 FSAA data

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 27%, as evidenced in learning gains as measured by 2018 FSAA. .
2. We expect our performance level to be 32 % by May 2019.
3. The problem/gap is occurring because the student’s response modes are often not be well established due to their significant cognitive disabilities.
4. If students are provided instruction that supports the development of their response mode, the problem would be reduced by 5%.

5. SMART GOALS:

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

The percent of ESE students making learning gains will increase from 27% to 32%, as measured by 2019 FSAA.

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

- Strengthen staff practice to utilize questions to help students communicate content.
- 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?
Develop and Implement Math lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections	InD Coach	ongoing
Collaborative Planning	InD Coach/Team Leaders	weekly
Incorporate communication strategies into lesson planning	Team Leaders/SLP/Technology Specialist	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
Math Curriculum training to focus on the new scope and sequence and lesson plans	26 teachers 1 InD Coach	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Communication Matrix/Report training	26 Teachers 3 SLPs 1 Technology Specialist 1 InD Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Communication Plan Development (Philip Schweigert)	26 Teachers 3 SLPs 1 Technology Specialist 1 InD Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW: 2018 FSAA Data

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 9%, as evidenced by learning gains as measured by 2018 FSAA.
2. We expect our performance level to be 19% by May 2019.
3. The problem/gap is occurring because the students response modes are often not be well established due to their significant cognitive disabilities
4. If students are provided instruction that supports the development of their response mode, the problem would be reduced by 10%.
5. **SMART GOALS:**

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

6. The percent of ESE students who made learning gains will increase from 9% to 19%, as measured by FSAA.
7. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
 - Strengthen staff practice to utilize questions to help students communicate content.
 - Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
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?
Develop and Implement Science lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections	InD Coach	ongoing
Collaborative Planning	InD Coach/Team Leaders	weekly
Incorporate communication strategies into lesson planning	Team Leaders/SLP/Technology Specialist	monthly

9. **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

10. 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 Curriculum training to focus on the new scope and sequence and lesson plans	26 teachers 1 InD Coach	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Communication Matrix/Report training	26 Teachers 3 SLPs 1 Technology Specialist 1 InD Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Communication Plan Development (Philip Schweigert)	26 Teachers 3 SLPs 1 Technology Specialist 1 InD Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW: 2018 FSAA Data

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 9%, as evidenced by learning gains as measured by 2018 FSAA.
2. We expect our performance level to be 19% by May 2019.
3. The problem/gap is occurring because the students response modes are often not be well established due to their significant cognitive disabilities
4. If students are provided instruction that supports the development of their response mode, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of ESE students who made learning gains will increase from 9% to 19%, as measured by FSAA.

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

- Strengthen staff practice to utilize questions to help students communicate content.
- 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?
Develop and Implement Social Studies lesson plans that are aligned to Florida Standards with Access Points and focused on real world connections	InD Coach	ongoing
Collaborative Planning	InD Coach/Team Leaders	weekly
Incorporate communication strategies into lesson planning	Team Leaders/SLP/Technology Specialist	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
Science Curriculum training to focus on the new scope and sequence and lesson plans	26 teachers 1 InD Coach	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Communication Matrix/Report training	26 Teachers 3 SLPs 1 Technology Specialist 1 InD Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Communication Plan Development (Philip Schweigert)	26 Teachers	<input checked="" type="checkbox"/> Priority 1



Academic Goals

	3 SLPs 1 Technology Specialist 1 InD Coach	<input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
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E. Healthy Schools Goal

DATA SOURCES TO REVIEW: *Alliance for a Healthier Generation*

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is that we have achieved 4 out of 6 items under Healthy Promotion for Staff (Module 7), as evidenced in the results from the Healthy Schools action plan from the Alliance for a Healthier Generation.
2. We expect our performance level to be 6 out of 6 and complete Module 7 by May 2019.
3. The problem/gap is occurring because of the lack of health education of staff members.
4. If health education for staff would occur, the problem would be reduced because staff would be more aware of their physical fitness and make healthier food choices.

5. SMART GOALS:

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

The number of Healthier Generation action plan required items will increase from 4 to 6 by May 2019,.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement measured walking paths inside and outside of school building	Wellness Champion Team Leader	August 2018
Implement Food Log for Staff	Wellness Champion Team Leader	January 2019
Develop a staff fitness room	Wellness Champion Team Leader	October 2018

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Guidelines/Professional Books available for all staff	152 support and instructional staff	<input 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



I. Graduation Goal

DATA SOURCES TO REVIEW: Cohort reports

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 100% of our students are on track to graduate, as evidenced by cohort report.
2. We expect our performance level to be 100% by May 2019.
3. The problem/gap is occurring because students transferring into the school may have insufficient credits upon entering.
4. If student transcripts reflected appropriate courses for graduation, the problem would be eliminated.

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 ESE students promoted on-track with their cohort will increase from 100% to 100%, as measured by May 2019.

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 for on-track promotion throughout high school.
- 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?
Check students transcripts	Assistant Principal, Data Management Technician	Ongoing
Enroll Students in required high school courses	Assistant Principal, Data Management Technician	Ongoing

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
District provided materials and resources	1 Assistant Principal 1 Data Management Technician	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW: FSAA and Behavior Support Calls

REFLECTION:

1. Our current level of performance is 22% of black students taking FSAA(ELA), scored Level 2 or above on the FSAA.
2. We expect our performance level to be 24% or more of black students taking FSAA(ELA) scoring Level 2 or above by May 2019.
3. The problem/gap is occurring because the student’s response modes are often not well established due to their significant cognitive disabilities.
4. If students are provided instruction that supports the development of their response mode, the problem would be reduced by 5%.

SMART GOALS:

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

The percent of black students achieving performance level 2 or above will increase from 22% to 24%, as measured by FSAA (ELA) 2019

5. **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"/> Ensure equitable representation of black learners in school awards/recognition ceremonies. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • 100% of black students will graduate on time.
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"> • Student achievement data will be consistently shared with families.
Advanced Coursework	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • NA
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Reduction of behavior support calls generated by black students will increase time within the classroom environment
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • NA
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase of minority hiring



Subgroup Goals

6. **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

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?
Identify black students who are on the cusp for moving from Level 1 to Level 2	InD Coach	August 2018
Provide additional opportunities for FSAA practice	InD Coach	ongoing
Provide culturally relevant teaching practices to increase student engagement	Behavior Specialists	ongoing

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide training on FSAA practice opportunities to teachers of identified students	Case managers of identified students (to be determined)	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Development on culturally relevant teaching practices	152 instructional staff and support staff	<input 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



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?
<p>1. Effectively communicate with families about their students' progress and school processes/practices.</p>	<p>Parents will be notified by mail or flyers of the planned trainings.</p> <p>During IEP meetings, teachers will review student's progress and develop IEP goals based on data with parent input.</p> <p>SAC monthly meetings will review schoolwide data and processes.</p>	<ul style="list-style-type: none"> • Assistant Principal • Case Managers/Therapist • Principal 	<ul style="list-style-type: none"> • September 2018/Spring 2019 • Ongoing • Monthly
<p>2. Provide academic tools to families in support of their students' achievement at home.</p>	<p>Each semester a training will be planned for parents based on the survey results.</p>	<ul style="list-style-type: none"> • InD Coach (1st Semester)/TBD based on survey results 	<ul style="list-style-type: none"> • September 2018/Spring 2019
<p>3. Purposefully involve families with opportunities for them to advocate for their students.</p>	<p>A parent training survey will be developed to identify specific training topics.</p> <p>Each semester a training will be planned for parents based on the survey results.</p> <p>Book Study will be held each semester to assist families in developing proactive social/emotional skills to support their child.</p>	<ul style="list-style-type: none"> • InD Coach/School Counselor • InD Coach (1st Semester)/TBD based on survey results • School Counselor/Social Worker 	<ul style="list-style-type: none"> • August 2018 • September 2018/Spring 2019 • October 2018/March 2019
<p>4. Intentionally build positive relationships with families and community partners.</p>	<p>A needs assessment will be developed to identify how to increase parent involvement.</p> <p>The needs assessment and training survey results will be analyzed to determine strategies to increase parent involvement and to identify training topics.</p> <p>Agency Fair will be held 2nd semester to provide parents/families access to community based resources/tools.</p>	<ul style="list-style-type: none"> • InD Coach/School Counselor • Title 1 team • School Counselor 	<ul style="list-style-type: none"> • August 2018 • September 2018 • April 2019



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
Attend Family Parent Involvement		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Arlene	Sullivan	White	Principal
Joey	Bower	White	Parent
Lisa	Trendi	White	Business/Community
Okini	Hernandez	Hispanic	Parent
Estella	Flounary	Black	Parent
Kathy	Vreeland	White	Business/Community
Joy	Avery-Wright	Black	Teacher
Jessica	Conover	Hispanic	Parent
Victoria	Rosado	White	Teacher
Alan	Paulmino	Asian	Parent
Faith	Krahmer	White	Teacher
Tamara	McKinney	Black	Support Employee
Kate	Spangenburg	Multi	Business/Community
		Select	Choose an item.

SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1. Academic Support		\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2. Behavioral Support		\$ [Insert amount for category]
		[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3. Materials and Supplies		\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4. Employee Expenses (i.e., travel, registration fees, etc.)		\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)		\$ [Insert amount for category]
	Purchase CPI manuals for training	\$340.00
	[Describe categories on a separate row]	[Insert Amount]
6. Other (please list below)		\$ [Insert amount for category]
	SIP writing stipend	\$ 660.00
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 1000.00		