



School Improvement Plan SY 2018-19

OAK GROVE MIDDLE SCHOOL

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Barry Brown	SAC Chair:	Karla Moreno
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School Vision	100% Student Success
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School Mission	To prepare all students for high school, college, career, and life.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1158	22	152	458	48	477	1

School Grade	2018 C	2017 C	2016 C	Title I	YES
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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	36	37	47	46	51	44	52	60	62	56		
Learning Gains All	43	42	52	51								
Learning Gains L25%	38	38	45	41								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Barry	Brown	FT	1-3 years
Assistant Principal	Karen	Mallory	FT	1-3
Assistant Principal	Mike	Mustoe	FT	11-20 years
Assistant Principal	Christopher	Wolford	FT	4 - 10 years
Equity Champion	Sarah	McDonald	FT	4-10 years
ESE	Michele	Keller	FT	1-3 years
Literacy Coach	Desrine	Nation	FT	1-3 years
MTSS Specialist	Anan	Smith	FT	1-3 years
Math Department Chair	Karol	Talner	FT	20+ years
Social Studies Department Chair	Brittany	Collins	FT	1-3 years
Language Arts Department Chair	Sharon	Wells-Ward	FT	20+ years
Science Department Chair	Marissa	Kidwell	FT	4-10 years



Reading Department Chair	Kelly	Ohare	FT	4-10 years
Math Coach	Jeanne	Zimet		
School Counselor	Kathryn	Carlson	FT	4-10 years
School Psychologist	Christine	Pacetti	PT	4-10 years
AVID Site Coordinator	Regina	Baker	FT	4-10 years
PE Department Chair	Michelle	Crookshanks	FT	4-10 years
Total Instructional Staff:	13	Total Support Staff:	0	

B. Improvement Priorities

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

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

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 47% to 54% based on the school’s nine cell data. [Click or tap here to enter text.](#) [Click or tap here to enter text.](#)

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered instruction with rigor , then the percent of all students achieving proficiency will increase from 47% to 54% based on the school’s nine cell data. [Click or tap here to enter text.](#) [Click or tap here to enter text.](#)

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students attending OGMS who feel welcome, safe and encouraged will increase from 49% to 60% base on the 2017-2018 Advance Ed. Data



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 <i>(using MTSS Framework and Literacy Leadership team is embedded in the SBLT)</i>	All Priorities	Collaboration of all department chairs for the development of departmental expectations review of cross content implementation of SIP and Literacy Goals.	<ul style="list-style-type: none"> Monthly data updates Collaboration on departmental and faculty meeting agendas Cross-curricular literacy strategies Resources to share with departments 	Principal	A-Team, Department Chair, PCTA Representative, MTSS Specialist, School Psychologist, Social Worker, Coaches	Bi-weekly, 2 nd and 4 th Thursday (8:15-9:00 am)	<ul style="list-style-type: none"> Collaborative lesson plans aligned to standards Clear understanding of departmental objectives Implementation of cross-curricular literacy standards with fidelity
2.	Tier 3 Problem-solving Team	All Priorities	Review all school-related processes and procedures for their effectiveness	<ul style="list-style-type: none"> Collaboration on academic, behavioral, social, and 	MTSS Specialist	Coaches, APs, Counselors, Social Worker,	Every 2 nd and 4 th Thursday 9:50-bell	<ul style="list-style-type: none"> Improvement in academic, behavioral, social, and emotional areas



	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 interventions as needed		School Psychologist	(6 th grade), 10:40-bell (7 th grade), 11:30-bell (8 th grade)	
3.	Equity Team	All Priorities		•				•
4.	Child Study Team	All Priorities	Review student attendance	• Collaboration on attendance interventions as needed	MTSS Specialist	APs, School Counselors, Social Worker, School Psychologist, Attendance Specialist	Every 1 st and 3 rd Thursday 9:50-bell (6 th grade), 10:40-bell (7 th grade), 11:30-bell (8 th grade)	• Improvement in student attendance
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>)	All Priorities	Collaboration of grade-level teachers for the development of school expectations Collaboration of content-area teachers for the development of curricular expectations	<ul style="list-style-type: none"> • Discussion of possible interventions to assist students as needed • Discussion of departmental areas of concern regarding curriculum, common planning • Training on strategies that can be effectively 	Grade-level School Counselors	APs, School Counselors, Grade-level Teachers	Monthly 2 nd Wednesday (8:15-9:00 am)	<ul style="list-style-type: none"> • Improvement in areas of concern with students • Positive changes in grade-level procedures • Curriculum implemented with fidelity • Improvement in student academics



	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
				implemented in the classroom				
9.	Site and Safety Team	All Priorities	Collaboration and review of school wide safety issues	<ul style="list-style-type: none"> Discuss various safety issues and possible solutions 	Designated teachers and AP, HPO, Cafeteria Manager, SRO	AP		<ul style="list-style-type: none"> Solution to campus safety issues
10.	AVID Team	All Priorities	Collaboration and review of AVID strategies and updates	<ul style="list-style-type: none"> Discussion of schoolwide implementation of AVID Training in AVID strategies 	Designated teachers, Principal, AVID Coordinator, APs, Coaches, ELL Specialist			<ul style="list-style-type: none"> Monthly 2nd Friday (8:15-9:00 am)



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW: Focus Data

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 2,506 total discipline referrals. We expect our performance level to decrease by 20% by the end of the 2018-19 school term.
2. The problem/gap in behavior performance is occurring because of the inconsistencies found in school-wide classroom behavioral expectations and the relationship between students and instructors.
3. If the implementation of a more consistent school-wide classroom behavior expectations would occur, the problem would be reduced by the end of the 2018-19 school term, as evidenced by a reduction in total discipline referrals by 20% (501 discipline referrals).
4. We will analyze and review our data for effective implementation of our strategies by monthly data chats at faculty and MTSS 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 2,506 to 2,005 referrals (20%), as measured by end of the year 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.
- 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?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Equity Champion, Mr. Smith and Ms. McDonald (TOT) 	<ul style="list-style-type: none"> • June 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Mr. Smith (MTSS Specialist) 	<ul style="list-style-type: none"> • June 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Restorative Practice Team 	<ul style="list-style-type: none"> • July 2018 (pre-school)
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Equity and Restorative Practice Team 	<ul style="list-style-type: none"> • Pre-school 2018 • Monthly • Pro- Ed Day 10/15/2018



Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> Administration, Equity and Restorative Practice Team 	<ul style="list-style-type: none"> Daily, weekly, and monthly
Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> MTSS Behavior 	<ul style="list-style-type: none"> Monthly
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Administration and 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
Introduction to Restorative Practices	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using Circles Effectively	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly Equity + Restorative Practices Trainings	Administration, Instructional and Support Staff	<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 93%; however, 21% of our students missed 10% or more of school days. We expect our performance level to be decreased by 11% by the end of the 2018-19 school term.
2. The problem/gap in attendance is occurring because of students' perception of the physical and affective environment of the school.
3. If a more positive student perception of the physical and affective environment would occur, the problem would be reduced by 11%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring student attendance data at Child Study Team meetings.

5. SMART GOAL:

The percent of all students missing 10% or more of school days will decrease from 21% to 10%, as measured by School Profiles attendance data.

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

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

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.	School Social Worker	• Pre-School
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Child Study Team	• Pre-School
Develop and implement attendance incentive programs and competitions.	Child Study Team	• May 2018 • Pre-School
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	School Social Worker and Principal	• Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Child Study Team	• Bi-Weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Child Study Team	• Bi-Weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Instructional Staff and Grade-Level Clerks	• 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
Child Study Team Update and Overview of Expectations	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW: 2018 FSA Data, Cycle Assessment Data, Write Score Data, Formative/Summative Data, and Walk-through/ISM Data.

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 37% , as evidenced in FSA ELA Data.
2. We expect our performance level to be 47% by end of the 2018-19 school term.
3. The problem/gap is occurring because of our lack of consistent standards base planning and student-centered instruction with rigor.
4. If cross content standards base planning and differentiated student centered planning with rigor would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students achieving ELA proficiency will increase from 37% to 47% , as measured by FSA .

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
English Language Arts (ELA) and reading teachers utilize resources and adopted curriculum aligned to the Standards and follow a common pacing calendar for focusing on LAFS.	Supervising Administrator, Department Chair, Literacy Coach, and instructor	Weekly
ELA teachers utilize a planning roadmap to choose strategies and resources for use as they plan, to ensure high engagement, rigor and progress monitoring.	Supervising Administrator, Department Chair, Literacy Coach, and instructor	Weekly
Teachers across content integrate reading/literacy strategies. Science teachers provide students with opportunities to read informational and argumentative texts, write about the process and outcomes of their investigations, and use the language of science as they work through each lab. Teachers continue to use materials provided by the DBQ project. Teachers of Social Studies continue integration of literacy standards into the existing social studies curriculum, e.g., Soapstone and literature circles.	Department Chair, instructors, Literacy Coach, and instructor	Weekly
Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs	Instructors, literacy Coach, and Department Chair	Weekly
Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan text dependent questions, close reading, and skill/strategy based groups to implement during core with students to support their success with complex text. Principals and Assistant Principals supervising ELA/Reading department will attend PLC meetings	Supervising Administrator, Department Chair, Literacy Coach, and instructor	Weekly inn common planning – Monthly in content department meetings



Subgroup Goals

Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators conduct walkthroughs for evidence of reading informational texts in content classrooms. Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach/staff developers, and administrator and literacy coach/staff developer collaborate to determine next steps. Literacy coaches and staff developers are available in English/language arts and reading classes for the purpose of implementing culturally relevant lessons inspired by the LAFS and differentiated for students based on data.	Supervising Administrator and Literacy Coach	Ongoing
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.	Instructor Department Chair, Literacy Coach, and instructor	Daily and Weekly
Teachers and students analyze tasks using rubrics to determine where students are in relation to the standard, and plan for next steps. • ELA/Reading teachers attend Core Connections Training to analyze student work from exemplar lessons to plan for instruction based on student data.	Instructor, Department Chair, Literacy Coach, and instructor	Bi-weekly and quarterly
Utilize text that have a progression of difficulty to stair-step students into increasingly complex and challenging tasks.	Instructor, Department Chair, Literacy Coach, and instructor	Weekly
Principals, in conjunction with the Literacy Leadership Team (LLT), monitor students' close reading of complex text using walkthrough tools used for collecting data. LLT uses the ISM walk-through tool to identify trends and make plans to increase the amount of reading.	Administration and literacy coach	Monthly
Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.	Supervising Administrator, department chair, and literacy coach	Monthly
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Instructor, department chair, literacy chair, and teacher.	Weekly, bi-weekly, and quarterly
Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student. Provide options for expression and communication (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc	Instructor, department chair, literacy chair, and teacher.	Weekly
Teachers utilize AVID WICOR strategies in planning and facilitation of instruction	Instructor, department chair, literacy chair, AVID Site Team and teacher.	Daily and 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
Infusion of Cross Content Literacy Strategies	Literacy Coach/ESOL Staff Developer	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Collaborative Grouping WICOR	Literacy Coach/Math Coach/AVID Coordinator/Lead instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroup Goals

School Improvement Plan 2018-19

Cooperative Learning –Strategies	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID – WICOR Strategies Daily Routines	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching with a standards base focus	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Routines and Procedures to Promote Effective Behaviors (WICOR)	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor/Behavior Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for Common Planning	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW: 2018 FSA Data, Cycle Assessment Data, Formative/Summative Data, and Walk-through/ISM Data.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in FSA Math Data.
2. We expect our performance level to be 53% by the end of the 2018-19 school term.
3. The problem/gap is occurring because of our lack of consistent standards base planning and student-centered instruction with rigor.
4. If standards base planning and differentiated student center planning with rigor would occur in all math courses, the problem would be reduced by 6%.

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 proficiency will increase from 47% to 53%, as measured by FSA Math.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards	Instructor, Department Chair, Math Coach, and instructor	Weekly and monthly
Teachers utilize mathematics unit assessments and use the assessments during unit planning and analyze the data by standard for their class and across the grade level.	Supervising Administrator, Instructor, Department Chair, Math Coach, and instructor	Weekly and monthly
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data.	Supervising Administrator, Department Chair, Math Coach, and instructor	Weekly and monthly
Teachers monitor and provide feedback to students to support learning.	Instructor, Department Chair, Math Coach, and instructor	Daily and weekly
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback.	Supervising Administrator, Math Coach, and instructor	Weekly and monthly
Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and	Instructor, Department Chair, Math Coach, and instructor	Dailey and weekly



Subgroup Goals

encourage students to select tools that support making sense of problems.		
Regularly include longer, challenging word problems and arithmetic performance tasks that have a progression of difficulty to stair step students into increasingly complex tasks.	Instructor, Department Chair, Math Coach, and instructor	Daily and Weekly
Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies	Instructor, Department Chair, Math Coach, and instructor	Daily and weekly
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (e.g., MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	Instructor, Department Chair, Math Coach, and instructor	Daily, Weekly, and monthly
Conduct regular 'data chats' with students and support setting learning goals based on data and progress monitoring.	Instructor, Department Chair, Math Coach, and instructor	Daily and Weekly
Teachers utilize AVID WICOR strategies in planning and facilitation of instruction	Instructor, Department Chair, Math Coach, AVID Site Team and instructor	Daily and 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
Infusion of Cross Content Literacy Strategies	Literacy Coach/ESOL Staff Developer	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Collaborative Grouping WICOR	Literacy Coach/Math Coach/AVID Coordinator/Lead instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cooperative Learning –Strategies	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID – WICOR Strategies Daily Routines	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching with a standards base focus	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Routines and Procedures to Promote Effective Behaviors (WICOR)	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor/Behavior Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for Common Planning	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 51%, as evidenced in FSA Science Data.
2. We expect our performance level to be 60% by the end of the 2018-19 school term .
3. The problem/gap is occurring because lack of consistent standards base planning and student-centered rigor.
4. If standards base planning and differentiated student center planning with rigor would occur in all science classrooms, the problem would be reduced by 9%.

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 8th grade students achieving science proficiency will increase from 51% to 60%, as measured by FSA.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards	Supervising Administrator, Department Chair, Content Specialist, and master instructor	Daily and weekly
Utilize supplemental resources, regularly include shorter, challenging and technical passages that elicit close and critical reading and re-reading.	Supervising Administrator, Department Chair, Content Specialist, and master instructor	Daily and weekly
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of ‘data chats’ to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex texts	Supervising Administrator, Department Chair, Content Specialist, and master instructor	Weekly and monthly
Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional Staff Developer to support next steps.	Supervising Administrator and content specialist when requested.	Weekly and monthly
Ensure implementation of literacy in science content area- including the use of grade-appropriate complex texts in science classes	Supervising Administrator, Department Chair, Literacy Coach and master instructor	Weekly and monthly



Subgroup Goals

Plan and implement opportunities for students to make a claim, test it and defend their results, with evidence	Instructor, Department Chair, Content Specialist, and master instructor	Daily and weekly
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	Instructor, Department Chair, Content Specialist, and master instructor	Daily and weekly
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.	Instructor, Department Chair, Content Specialist, and master instructor	Daily and weekly
Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.	Instructor, Department Chair, Content Specialist, and master instructor	Daily and weekly
Teachers monitor and provide feedback to students to support learning.	Instructor, Department Chair, Content Specialist, and master instructor	Daily and weekly
Teachers utilize AVID WICOR strategies in planning and facilitation of instruction	Instructor, Department Chair, AVID Site Team and master instructor	Daily and 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
Infusion of Cross Content Literacy Strategies	Literacy Coach/ESOL Staff Developer	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Collaborative Grouping WICOR	Literacy Coach/Math Coach/AVID Coordinator/Lead instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cooperative Learning –Strategies	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID – WICOR Strategies Daily Routines	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching with a standards base focus	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Routines and Procedures to Promote Effective Behaviors (WICOR)	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor/Behavior Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for Common Planning	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52%, as evidenced in FSA Civics Data.
2. We expect our performance level to be 62% by the end of the 2018-19 school term.
3. The problem/gap is occurring because of our lack of consistent standards base planning and student-centered instruction with rigor.
4. If standards based planning and differentiated student centered planning with rigor would occur, the problem would be reduced by 10%.

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 7th grade students achieving Civics proficiency will increase from 52% to 62%, as measured by as measured by the FSA Civics.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards.	Admin. Team, Department Head, instructors, and literacy coach	Daily and weekly
Utilize supplemental resources and integrate LAFS for Literacy to social studies content via Document Based Questions (DBQs) project materials.	Admin. Team, Department Head, instructors, and literacy coach	Daily and weekly
Encourage productive-struggle for students as they work throughout the year and ensure they have the time to struggle through document analysis.	Admin. Team, Department Head, instructors, and literacy coach	Daily and weekly
Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students	Admin. Team, Department Head, instructors, and literacy coach	Weekly and monthly
Ensure teachers receive professional development around planning and implementing the 5E instructional model (including writing unit questions, providing students with appropriate differentiated materials for exploration, planning for collaboration and helping students draw conclusions).	Admin. Team, Department Head, instructors, and literacy coach	Monthly and quarterly
Administrators monitor teacher practice and provide feedback to support teacher growth.	Admin. Team and literacy coach	Weekly and monthly



Subgroup Goals

Include AVID strategies daily to support student achievement at all levels.	Admin. Team, Department Head, instructors, and literacy coach	Daily
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.	Instructors and literacy coach	Daily and weekly
Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance	Admin. Team, Department Head, instructors, and literacy coach	Daily and 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
Infusion of Cross Content Literacy Strategies	Literacy Coach/ESOL Staff Developer	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Collaborative Grouping WICOR	Literacy Coach/Math Coach/AVID Coordinator/Lead instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cooperative Learning –Strategies	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID – WICOR Strategies Daily Routines	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching with a standards base focus	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Routines and Procedures to Promote Effective Behaviors (WICOR)	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor/Behavior Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for Common Planning	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 6 out of 8 modules working towards bronze status, as evidenced in the Alliance for a Healthier Generation, Healthy School Program Framework.
2. We expect our performance level to be 6 out of 8 models eligible for bronze by April 2019.
3. The problem/gap is occurring because lack of physical activities beyond the recommended numbers.
4. If our healthy team can monitor the implementation of administrative guidelines for wellness , our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

Our school will be eligible in 4 out of 8 modules bronze/silver/gold recognition by April 2019 as evidence by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

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

- Enhance staff capacity to 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?
Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student	Principal	August 2018
Attend district-supported professional development	Healthy School Team	August 2018 – April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – September 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018 – April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 2019

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

- Priority 1
- Priority 2
- other



Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Heathy School Team Member	<input checked="" type="checkbox"/> Priority other
Healthy School Team A: Assessment Component #19534	Heathy School Team Member	<input checked="" type="checkbox"/> Priority other
Healthy School Program B: Smart Snacks in School Component #19549	Heathy School Team Member	<input checked="" type="checkbox"/> Priority other
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Heathy School Team Member	<input checked="" type="checkbox"/> Priority other
Healthy School Team D: Celebrations Component #20530	Heathy School Team Member	<input checked="" type="checkbox"/> Priority other



G. Career- and College -Readiness

DATA SOURCES TO REVIEW: Students enrolled in advanced courses based on Focus Data

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 65% of our students are enrolled into at least one advance course, as evidenced in advance course enrollment in Focus.
2. We expect our performance level to be 75% of our students taking at least one advance course by the end of the 2018-19 school term.
3. The problem/gap is occurring because students are not being properly placed into more challenging courses and provided the necessary support from school-wide AVID Strategies and in-class academic interventions.
4. If students were placed into academically challenging courses and consistent support would occur, the problem would be reduced by 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.

The percent of all students participating in advance course will increase from 65% to 75%, as measured by focus data outlining the number of student successfully passing advance courses.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).
- 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 monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.	Administration, Coaches, Department heads, and instructors	Daily and weekly
Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for students in rigorous courses	Administration, Coaches, and Department heads	Daily, weekly, and monthly
Align classroom assessment with high-stakes assessment	Instructors, Coaches, and Department Heads	Daily and weekly
Administrators monitor instruction for culturally relevant teaching practices to identify gaps in implementation for effective planning for on-site PD	Administration, Coaches, and MTSS Specialist	Daily, weekly, and monthly
Update AVID CCI monthly • Celebrate areas of growth • Update strategies for areas of improvement	Administration and AVID Site Team	Weekly and monthly

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



Subgroup Goals

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
Collaborative Grouping WICOR	Literacy Coach/Math Coach/AVID Coordinator/Lead instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cooperative Learning –Strategies	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID – WICOR Strategies Daily Routines	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching with a standards base focus	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Routines and Procedures to Promote Effective Behaviors (WICOR)	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor/Behavior Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for Common Planning	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 24% proficiency, as evidenced in FSA ELA Data.
2. We expect our performance level to be 40% by the end of the 2018-19 school term. [Click or tap here to enter text.](#)
3. The problem/gap is occurring because standards base planning and student center instruction with rigor for African American Students is not occurring.
4. If standards base planning and student center instruction with rigor for African American Students would occur, the problem would be reduced by 16% for AA Students across all content areas.

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 below proficiency will increase from 24% to 40%, as measured by FSA ELA Data.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.	<ul style="list-style-type: none"> • Heighten the student engagement of all for mentioned
Advanced Coursework	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <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	<ul style="list-style-type: none"> • Increase student participation in extended learning activities therefore, increase their academic performance across all core content areas. • Utilize accessible data to support instructional next steps.
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> • Enhance staff understanding and utilization of culturally relevant disciplinary practices



Subgroup Goals

	<input checked="" type="checkbox"/> Choose Strategy	
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
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	•

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?
Increase the number of black students in advanced courses with support (before school/AVID)	Administration, School Counselors, and APC	Pre-school and ongoing
Monitor the lesson planning and classroom implementation of effective lessons that engage African Americans in rigorous, standards-based work	Administration, instructor, Literacy/Math Coach, and department head	Weekly and monthly
Provide ongoing feedback to teachers to support the development of their practice in supporting African American students.	Administration, instructor, Literacy/Math Coach, and department head	Daily, weekly, and monthly
Review school-based data to plan for remediation and enrichment	Administration, instructor, Literacy/Math Coach, and department head	Quarterly

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
Collaborative Grouping WICOR	Literacy Coach/Math Coach/AVID Coordinator/Lead instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cooperative Learning –Strategies	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID – WICOR Strategies Daily Routines	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching with a standards base focus	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Routines and Procedures to Promote Effective Behaviors (WICOR)	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor/Behavior Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for Common Planning	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroup Goals

Introduction to Restorative Practices	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using Circles Effectively	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly Equity + Restorative Practices Trainings	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW: FSA ELA Data for ESE Students

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 9%, as evidenced in FSA ELA.
2. We expect our performance level to be 20% by the end of the 2018-19 school term.
3. The problem/gap is occurring because standards base planning and student center instruction with rigor for ESE Students is not occurring.
4. If standards base planning and student center instruction with rigor for ESE Students would occur, the problem would be reduced by 45%.

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 below ELA proficiency will increase from 9% to 20%, as measured by FSA ELA Data.

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

- 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.
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase the number of ESE students in advanced courses with support (before school/AVID)	Administration, School Counselors, and APC	Pre-school and ongoing
Monitor the lesson planning and classroom implementation of effective lessons that engage ESE Students in rigorous, standards-based work	Administration, instructor, Literacy/Math Coach, and department head	Weekly and monthly
Provide ongoing feedback to teachers to support the development of their practice in supporting ESE students.	Administration, instructor, Literacy/Math Coach, and department head	Daily, weekly, and monthly
Review school-based data to plan for remediation and enrichment of ESE Students.	Administration, instructor, Literacy/Math Coach, and department head	Quarterly

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
Collaborative Grouping WICOR	Literacy Coach/Math Coach/AVID Coordinator/Lead instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cooperative Learning –Strategies	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID – WICOR Strategies Daily Routines	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teaching with a standards base focus	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Classroom Routines and Procedures to Promote Effective Behaviors (WICOR)	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor/Behavior Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices for Common Planning	Literacy Coach/Math Coach/AVID Coordinator/Lead Instructor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Introduction to Restorative Practices	Administration, Instructional and Support Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Using Circles Effectively	Administration, Instructional and Support Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly Equity + Restorative Practices Trainings	Administration, Instructional and Support Staff	<input checked="" 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: FSA ELA Data for ELL Students

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5%, as evidenced in FSA ELA Data for ELL Students.
2. We expect our performance level to be 15% by the end of the 2018-19 school term.
3. The problem/gap is occurring because of the lack of strategic planning and implementation of lessons that meet the needs of English Learners.
4. If highly effective strategically plan and implemented lessons that meet the needs of English learners would occur, the problem would be reduced by 66%.

5. SMART GOALS:

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

The percent of ELL students below proficiency will increase from 5% to 15%, as measured by FSA ELA Data for English Learners.

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

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Strengthen school processes for engaging ELL students and families through meaningful communication.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas.	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Pre-school and monthly
Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Weekly
Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	quarterly
Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff.	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Daily, weekly, and monthly
Monitor the lesson planning and classroom implementation of effective lessons that engage ELs in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patters and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting English learners.	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Daily, weekly, and monthly



Subgroup Goals

Plan for meaningful communication with families via the website, newsletter, parent letters, etc. and ensure communication is available in languages spoken by ELs.	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Monthly and quarterly
Provide targeted engagement points with EL families	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Monthly and quarterly
Ensure language needs of EL families are considered for all academic and engagement events.	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Monthly and quarterly
Utilize district resources for parent conferences/academic engagement (e.g. EL Elementary at a Glance, EL Secondary at a Glance, EL Road to Graduation, etc.)	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	Monthly and quarterly

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
Road to success ELL Planning Session for instructors	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Planning for ELL Student Success	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ELL Data Retrieving, goal setting, and academic support	Administration, instructor, Literacy Coach, ELL Department, and District ELL Support	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Introduction to Restorative Practices	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using Circles Effectively	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly Equity + Restorative Practices Trainings	Administration, Instructional and Support Staff	<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"> • Back to school Title I Parent Night • Mid-9 weeks progress reports • Student Report Cards • Parent phone calls 	<ul style="list-style-type: none"> • Administration and Instructional Staff • Administration and Instructional Staff • Administration and Instructional Staff • Instructional Staff and School Counselor's 	<ul style="list-style-type: none"> • September 2018 • Quarterly • Quarterly • As needed
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> • Back to school Title I Parent Night • Student Data Chats for Reading and Math (Gen. Ed and ELL Students) 	<ul style="list-style-type: none"> • Administration and Instructional Staff • Administration, Instructional Staff, and Coaches 	<ul style="list-style-type: none"> • September 2018 • End of September 2018 and end of January 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> • Student Data Chats for Reading and Math (Gen. Ed and ELL Students) • Parent Teacher Conference 	<ul style="list-style-type: none"> • Administration, Instructional Staff, and Coaches • Administration, School Counselor, and Instructional Staff 	<ul style="list-style-type: none"> • End of September 2018 and end of January 2019 • All year 2018-19
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> • Positive Phone Call Home • Student Data Chats for Reading and Math (Gen. Ed and ELL Students) • Parent Teacher Conference 	<ul style="list-style-type: none"> • Administration, School Counselor, and Instructional Staff • Administration, Instructional Staff, and Coaches • Administration, School Counselor, and Instructional Staff 	<ul style="list-style-type: none"> • End of September 2018 and end of January 2019 • All year 2018-19

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
Introduction to Restorative Practices	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using Circles Effectively	Administration, Instructional and Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly Equity + Restorative Practices Trainings	Administration, Instructional and Support Staff	<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
Barry	Brown	Black	Principal
Karla	Mareno (Chair)	Hispanic	Parent
Tracie	White (Co-chair)	White	Parent
Melissa	Garland (secretary)	White	Parent
Heidi	Hardy-Gorrow (Treasurer)	Select	Choose an item.
Caroline	Carter (Member at Large)	Select	Choose an item.
Laurie	Walter (Member at Large)	Select	Choose an item.
Lisa	Roth (Member at Large)	Select	Choose an item.
Kim	Cole (Member at Large)	Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

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]
	2 Teachers to Lower TPR	\$127,680.00
	Literacy and Math Coach	\$102,006.10
2.	Behavioral Support	\$ [Insert amount for category]
	MTSS Specialist/Coach	\$64,430.52
3.	Materials and Supplies	\$ [Insert amount for category]
	[Instructional materials and capital outlay	\$35,610.85
	Copier Rental Repair and Maintenance	\$10,520.00
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	Click or tap here to enter text.	\$0
	Click or tap here to enter text.	\$0
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	TDE, Stipends, PLC, and Professional Development	\$2,828.20
6.	Other (please list below)	\$ [Insert amount for category]
	Instructional Substitutes	\$1,065.23
	Title I Program Coordinator	\$1,159.10
	Family Engagement Plan	\$6,000.00
TOTAL		\$351,300.00