



# School Improvement Plan SY 2018-19

## Pinellas Gulf Coast Academy

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## Continuous Improvement

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

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

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

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



## A. Vision and Direction

### School Profile

<b>Principal:</b>	Bonnie Solinsky	<b>SAC Chair:</b>	NA
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<b>School Vision</b>	100% student success
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<b>School Mission</b>	Engage students in personalized, blended learning to prepare for college and career.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
212	1	27	53	8	123	0

<b>School Grade</b>	<b>2018:</b> No Grade	<b>2017:</b> No Grade	<b>2016:</b> No Grade	<b>Title I</b>
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017%	2016 %
<b>Proficiency All</b>		67		89		28.5		46			31.1	25
<b>Learning Gains All</b>												
<b>Learning Gains L25%</b>												

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Bonnie	Solinsky	FT	4-10 years
Equity Champion	Jennifer	Schaffer	FT	4-10 years
ESE	Claudia	Wellman	FT	4-10 years
ELL	Jennifer	Compton	FT	1-3 years
Climate and Culture /Restorative Practices Coach	Alice	Taylor	FT	4-10 years
Assistant Principal	Lenethe	Cowart-Walker	FT	1-3 years
<b>Total Instructional Staff:</b>	<b>18</b>		<b>Total Support Staff:</b>	<b>7</b>



## B. Improvement Priorities

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

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

### 1. Priority 1: Standards-based instruction

**Priority 1 Theory of Action:** If we effectively implement high-leverage instructional strategies which support individualized student-centered with rigor, then the percent of all students meeting the Pinellas County Schools requirements for graduation will increase from 30.1% in 2018 to 40% in 2019.

### 2. Priority 2: Standards-based planning

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based planning, then the percent of all students meeting the Pinellas County Schools requirements for graduation will increase from 30.1% in 2018 to 40% in 2019.

### 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 meeting the Pinellas County Schools requirements for graduation will increase from 30.1% in 2018 to 40% in 2019.



## C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor student learning to improve graduation rate.	<ul style="list-style-type: none"> <li>Analyze schoolwide data</li> <li>Progress monitoring of SIP</li> </ul>	Assistant Principal	Guidance Counselor, Equity Champion, School Psychologist, Social Worker, RP trainer	Weekly	<ul style="list-style-type: none"> <li>Agendas and minutes from meeting</li> <li>Implementation of Action Plans</li> </ul>
2.	Tier 3 Problem-solving Team	All Priorities	Ensure the fidelity of tiered intervention and support systems	<ul style="list-style-type: none"> <li>Coordinating as a team to identify and ensure needed supports are implemented</li> </ul>	Assistant Principal	Guidance Counselor, Equity Champion, School Psychologist, Social Worker	Bi-Weekly and as needed	<ul style="list-style-type: none"> <li>AIMs data</li> <li>APEX data</li> <li>FAIR</li> <li>Other applicable assessments</li> </ul>
3.	Equity Team	All Priorities	Monitor student learning to improve graduation rate.	<ul style="list-style-type: none"> <li>Analyze schoolwide data</li> </ul>	Equity Champion	Guidance Counselor, Psychologist,	Weekly	<ul style="list-style-type: none"> <li>Agendas and minutes from meeting</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				<ul style="list-style-type: none"> <li>Progress monitoring of SIP</li> </ul>		Social Worker, RP trainer		<ul style="list-style-type: none"> <li>Implementation of action plans</li> </ul>
4.	Child Study Team	All Priorities	To improve attendance rate of all students	<ul style="list-style-type: none"> <li>Analyzing school wide data</li> <li>Analyzing parent contact data</li> <li>Implementing action plans</li> </ul>	Assistant Principal	Guidance Counselor, Psychologist, Social Worker, Attendance Specialist	Weekly	<ul style="list-style-type: none"> <li>Agendas and minutes from meeting</li> <li>Implementation of action plans</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Monitor student learning to improve graduation rate.	<ul style="list-style-type: none"> <li>Standards based approach to learning</li> </ul>	Assistant Principal & Curriculum Specialist	Instructional Staff	Daily	<ul style="list-style-type: none"> <li>Course completions</li> <li>Proficiency on state assessments</li> <li>Cohort Data</li> </ul>
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	Same as SBLT	<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li></li> </ul>
7.	PBIS Team	All Priorities	Work done via SBLT	<ul style="list-style-type: none"> <li>Strategies imbedded with restorative practice team</li> </ul>	SBLT	SBLT	Weekly	<ul style="list-style-type: none"> <li>Agendas and minutes from meeting</li> <li>Implementation of Action Plans</li> </ul>
8.	Family Engagement Team	Priority 3	Increase student and family involvement to heighten the awareness of graduation requirements.	<ul style="list-style-type: none"> <li>Scheduled daily parent engagement contact</li> <li>Title 1 meetings</li> <li>Conferences</li> </ul>	Title 1 Committee	All staff	Daily	<ul style="list-style-type: none"> <li>Parent contact logged in Focus</li> <li>Increased participation in school-based meetings or surveys</li> </ul>

## Conditions for Learning

### Climate and Culture

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance in school-wide behavior is 4 referrals. We expect our performance level to be maintained by May 2019.
2. The problem/gap in behavior performance is occurring because there is no gap.
3. The problem/gap in behavior performance is occurring because there is no gap.
4. If we are consistently using our current strategies, we would maintain our current level of performance, as evidenced by the number of discipline referrals. *(include data to validate your hypothesis.)*
5. We will analyze and review our data for effective implementation of our strategies by reviewing discipline data monthly in our SBLT meetings.

**6. 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 be maintained at 2% as measured by the end of the year ODR data from the School Profile Dashboard.

**7. 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.

**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"> <li>• Alice Taylor</li> <li>• Bonnie Solinsky</li> <li>• Jennifer Schaffer</li> <li>• Lenethe Walker-Cowart</li> </ul>	<ul style="list-style-type: none"> <li>• June 27<sup>th</sup> and 28<sup>th</sup></li> </ul>
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> <li>• Alice Taylor</li> </ul>	<ul style="list-style-type: none"> <li>• June 4<sup>th</sup> – 6<sup>th</sup></li> </ul>
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> <li>• RP Team</li> </ul>	<ul style="list-style-type: none"> <li>• July 2018</li> </ul>
Conduct learning opportunities.	<ul style="list-style-type: none"> <li>• RP Team</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> <li>• RP Team</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> <li>• RP Team</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> <li>• Celebrate areas of growth</li> <li>• Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• RP Team</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>



**8. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices	20	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Using Circles Effectively	20	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Book Study – Carrots and Sticks	20	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 61.4%. We expect our performance level to be 65% by the end of the May 2019.
2. The problem/gap in attendance is occurring due to lack of student motivation.
3. If student motivation increases, the problem would be reduced by 3.6%.
4. We will analyze and review our data for effective implementation of our strategies by reviewing attendance data bi-weekly.

### 5. SMART GOAL:

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

The percent of all students missing more than 20% or more school days will decrease from 70% to 65%, as measured by attendance data from School Profile Dashboard.

### 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.
- 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.	CST Team Member	August 2018
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST Teams	August 2018
Develop and implement attendance incentive programs and competitions.	CST Team	August 2018 and then monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administration and Teachers	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST Team	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	MTSS 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).	Teachers	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
Team Meetings – Implementing school-wide mentoring and Exploring family engagement strategies	Administration and all Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Academic Goals

### Instructions

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

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

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

**SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, 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:**

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

1. Our current level of performance is 67% of students made learning gains, as evidenced in 2017-2018 School Improvement Rating .  
We expect our performance level to be 70% of students making learning gains by the end of the 2019 school year.
2. The problem/gap is occurring because of attendance.
3. If an increase in attendance would occur, the problem would be reduced by 3% and student learning gains would increase by 3%.

**4. 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 making learning gains will increase from 67% to 70%, as measured by applicable student assessments.

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

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

**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 prep?	WHEN is it occurring?
Pre-assessment of staff/student engagement	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff pre-planning
Staff training to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Staff first semester planning
Implementation and practice of skills to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Ongoing



Post-assessment of staff/student engagement.	Administration/Curriculum Specialist	Staff second semester planning
Post-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff second semester planning
Post-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff second semester planning

**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
"Active Questioning" Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Carrots and Sticks</i> Book Study	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 "Classroom Notebook" training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Applicable English content specific area trainings	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 89%, as evidenced in school improvement rating report.
2. We expect our performance level to be 92% by the end of the 2019 school year.
3. The problem/gap is occurring because of attendance.
4. If an increase in attendance would occur, the problem would be reduced by 3% and student learning gains would increase by 3%.

**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 making math gains will increase from 89% to 92%, as measured by applicable student assessments.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Pre-assessment of staff/student engagement	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff pre-planning
Staff training to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Staff first semester planning
Implementation and practice of skills to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Ongoing
Post-assessment of staff/student engagement.	Administration/Curriculum Specialist	Staff second semester planning



Post-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff second semester planning
Post-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff second semester planning

**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
"Active Questioning" Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Carrots and Sticks</i> Book Study	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 "Classroom Notebook" training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Applicable Mathematics content area specific trainings	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. Science Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 28.5% of students scored a Level 3 as evidenced in the Biology EOC.
2. We expect our performance level to be 35% of students scoring a Level 3 by May 2019.
3. The problem/gap is occurring because students need more intensive direct instruction in Biology.
4. If intensive direct instruction would occur, the problem would be reduced by 6.5% and student learning gains would increase by 6.5%.

**5. SMART GOALS:**

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

The percentage of all students scoring Level 3 or higher on the Biology EOC will increase from 28.5% to 35% as measured by the Spring administration of the EOC.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this prep?	WHEN is it occurring?
Pre-assessment of staff/student engagement	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff pre-planning
Staff training to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Staff first semester planning
Implementation and practice of skills to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Ongoing





Post-assessment of staff/student engagement.	Administration/Curriculum Specialist	Staff second semester planning
Post-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff second semester planning
Post-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff second semester planning

**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
"Active Questioning" Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
<i>Carrots and Sticks</i> Book Study	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 "Classroom Notebook" training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Applicable Science content area specific trainings	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**D. Social Studies Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 46% passing rate, as evidenced in the US History EOC.
2. We expect our performance level to be 50% by the end of the 2019 school year.
3. The problem/gap is occurring because attendance.
4. If an increase in attendance would occur, the problem would be reduced by 4% and student learning gains would increase by 4%.

**5. SMART GOALS:**

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

The percent of all students passing the US History EOC will increase from 46% to 50%, as measured by the end of the 2019 school year.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this prep?	WHEN is it occurring?
Pre-assessment of staff/student engagement	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff pre-planning
Pre-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff pre-planning
Staff training to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Staff first semester planning
Staff training to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Staff first semester planning
Implementation and practice of skills to strengthen ability to engage students in complex tasks.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to strengthen ability to utilize questions to elaborate on content.	Administration/Curriculum Specialist	Ongoing
Implementation and practice of skills to support usage of data to organize students to interact with content and provide multiple pathways to differentiate and scaffold to meet the needs of each student.	Administration/Curriculum Specialist	Ongoing
Post-assessment of staff/student engagement.	Administration/Curriculum Specialist	Staff second semester planning



Post-assessment of staff use of questions to gauge content knowledge.	Administration/Curriculum Specialist	Staff second semester planning
Post-assessment of APEX data to effectively organize students' interactions with content.	Administration/Curriculum Specialist	Staff second semester planning

**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
"Active Questioning" Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 "Classroom Notebook" training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Applicable Social Studies content area specific trainings	Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 43% or more participants in healthy schools programs, as evidenced by Healthy Company Alliance data.
2. We expect our performance level to be 50% participation by the end of the 2019 school year .
3. The problem/gap is occurring because limited interest by staff .
4. If a rise in interest and participation would occur, the problem would be reduced by 7%.

**5. SMART GOALS:**

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

The percent of participation in healthy school programs will increase from 43% to 50%.

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

- To increase staff capacity to live a healthier lifestyle
- 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?
Survey staff interest on available healthy school programs	Schaffer	Beginning of semester
Provide incentives for participation	Schaffer	As needed
Advertise upcoming programs	Schaffer	As needed

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Smart Pinellas County Schools Wellness programs	Schaffer	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Vitality Check	Instructional/Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Required Program Sem 1 & 2	Instructional/Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is at an initial baseline, as evidenced in graduating rates, numbers of students receiving scholarships, and offers of employment.
2. We expect our performance level to be improved by the end of the 2019 school year.
3. The problem/gap is occurring because of early stages of program development.
4. If the development of the program continues to grow then more students will consistently participate in college and career readiness activities. .

**5. SMART GOALS:**

EXAMPLE: The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 89%, as measured by course completion and industry certification data.

The number of all students participating in the program will increase from initial baseline to emerging, as measured by student participation data.

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

- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- Strengthen teacher implementation of rigorous instructional practices.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Offering technology courses for students to earn industry certification.	Technology teacher	Ongoing
Scheduled professional learning communities	Teachers	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
“Active Questioning” Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 “Classroom Notebook” training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



# Academic Goals

Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**H. Graduation Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 30.1 graduation rate, as evidenced in school improvement report.
2. We expect our performance level to be 40% by the end of the 2019 school year .
3. The problem/gap is occurring because of attendance and delayed enrollment.
4. If improved attendance and earlier enrollment would occur, the problem would be reduced by 10%.

**5. SMART GOALS:**

EXAMPLE: The percent of all students graduating on-time with their cohort will increase from 85% to 88%, as measured by FLDOE final graduation file.

The percent of all students graduating on time will increase from 30% to 40%, as measured by school improvement report.

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

- Intensify graduation committee focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
- Strengthen staff ability to engage students for on-track promotion throughout high school.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ongoing progress monitoring (attendance, course completions, GPA, applicable assessments)	All staff	Daily
Daily, dedicated time for parent engagement/communication	All staff	Daily
Mentoring	All staff	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
“Active Questioning” Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 “Classroom Notebook” training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



# Academic Goals

Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<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:**

**REFLECTION:**

1. Our current level of performance is 20.9%, as evidenced in FLDOE accessibility report.
2. We expect our performance level to be 23% by the end of the 2019 school year.
3. The problem/gap is occurring because of attendance.
4. Use of daily parental contact would result in an improvement in attendance , and the problem would be reduced by 3%.

**5. SMART GOALS:**

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

The percent of black students graduating will increase from 20% to 23%, as measured by FLDOE accessibility report.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Increased parent engagement and understanding of graduation requirements</li> </ul>
Student Achievement	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Increased effectiveness of data chats and targeted support for black students</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Increased engagement of black students in advanced coursework.</li> </ul>
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"> <li>• Reduced disparity of discipline issues between black students and other subgroups.</li> </ul>
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Increased services for black students.</li> </ul>
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"> <li>• Increased minority hiring.</li> </ul>



## Subgroup Goals

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?
Ongoing progress monitoring (attendance, course completions, GPA, applicable assessments)	All staff	Daily
Daily, dedicated time for parent engagement/communication	All staff	Daily
Mentoring	All staff	Ongoing

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
"Active Questioning" Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 "Classroom Notebook" training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**B. ESE (Optional, based on school data)**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 26.1%, as evidenced in FLDOE accessibility report.
2. We expect our performance level to be 26.1% by 29%.
3. The problem/gap is occurring because of attendance.
4. If an improvement in attendance would occur, the problem would be reduced by 3%.

**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 graduating will increase from 26.1% to 29%, as measured by FLDOE accessibility report.

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

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ongoing progress monitoring (attendance, course completions, GPA, applicable assessments)	All staff	Daily
Daily, dedicated time for parent engagement/communication	All staff	Daily
Mentoring	All staff	Ongoing

**2. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
“Active Questioning” Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 “Classroom Notebook” training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Subgroup Goals

Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. ELL (Optional, based on school data)**

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

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

1. Our current level of performance is 23.1%, as evidenced in FLDOE accessibility report.
2. We expect our performance level to be 23.1% by 26%.
3. The problem/gap is occurring because of attendance.
4. If an improvement in attendance would occur, the problem would be reduced by 3%.

**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 graduating will increase from 23.1% to 26%, as measured by the end of the 2018-2019 school year.

- 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.)

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

- 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?
Ongoing progress monitoring (attendance, course completions, GPA, applicable assessments)	All staff	Daily
Daily, dedicated time for parent engagement/communication	All staff	Daily
Mentoring	All staff	Ongoing

**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
“Active Questioning” Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 “Classroom Notebook” training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Subgroup Goals

Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<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"> <li>Daily, dedicated time for parent engagement/communication</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Daily/Ongoing</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Continue to implement 1 Million project which provides technology resources (i.e. tablets, cellphones, hotspots, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Guidance</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Parent conferences</li> <li>Title 1 parent nights</li> <li>Parent Surveys</li> <li>Comprehensive family orientation</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Daily, dedicated time for parent engagement/communication</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Daily/Ongoing</li> </ul>

### 5. MONITORING:

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

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
"Active Questioning" Staff Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Office 365 "Classroom Notebook" training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing PLC and Team interactive engagement meetings	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



APEX Training	Administration Curriculum Specialist Classroom Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices	Administration Curriculum Specialist Classroom Teachers	<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
NA		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		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):

NA

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

NA



## BUDGET / SIP FUNDS

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

*Budgeted amounts are approximations.*

Budget Categories		Amount
<b>1.</b>	<b>Academic Support</b>	<b>\$ [Insert amount for category]</b>
		[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2.</b>	<b>Behavioral Support</b>	<b>\$ [Insert amount for category]</b>
	Click or tap here to enter text.	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3.</b>	<b>Materials and Supplies</b>	<b>\$ [Insert amount for category]</b>
	Supplies to support learning, graduation, attendance, and behavior initiatives.	[2,460.98]
	[Insert materials on a separate row]	[Insert Amount]
<b>4.</b>	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	<b>\$ [Insert amount for category]</b>
	Click or tap here to enter text.	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5.</b>	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	<b>\$ [Insert amount for category]</b>
	Click or tap here to enter text.	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]



# Budget and Other Requirements

6.	Other ( <i>please list below</i> )	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ 2460.98</b>		