School Improvement Plan
SY 2018-19

PINELLAS VIRTUAL K-12

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

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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:	Mandy Perry	SAC Chair:	John Jimpie

School Vision	The Vision of Pinellas Virtual School is 100% student success. With a minimum of 80% of students passing their online courses.

School Mission	Expanding access for all Pinellas County students to rigorous, relevant curriculum that incorporates skills and knowledge students need to succeed in the 21st century.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
	2%	12%	15%	3%	68%	0

School Grade	2018: A (7004)	2017: C (7023)	2016: C (7023)	Title I	NO

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017%	2016 %
Proficiency All	73	76	65	54	72	66	82	81		50	0	0
Learning Gains All	62	62	48	48								
Learning Gains L25%	56	56	2	32								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Mandy	Perry	FT	4-10 years
Equity Champion				
ESE	Lori	Duncan	FT	4-10 years
ELL Lead	Karen	Whitehurst	FT	1-3 years
Math Lead	Mike	Fresia	FT	1-3 years
Elementary Lead	Marcia	Hall	FT	4-10 years
Social Studies Lead	Liz	Tompkins	FT	1-3 years
Total Instructional Staff:	20		Total Support Staff:	1

B. Improvement Priorities

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

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

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students succeeding on state testing will increase from 73% to 78%.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students success in all classes will increase from 73% to 78%.

3. Priority 3: Standards-based planning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students success in elementary grades will increase from 56% to 61%

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA and FCAT proficiency	• Weekly instructional reports • Training on strategic progress monitoring	Principal	Principal, Guidance, Leads, ESE Case Manager	Weekly on Monday	• Planned and completed student work requiring practice with complex text and its academic language
2.	Tier 3 Problem-solving Team	All Priorities	Increase both FSA and FCAT proficiency.	• Progress monitoring reports on at-risk students	Principal	Principal, Leads, ESE Case Manager, Guidance, Social Worker	Weekly on Friday	• Increase in attendance and grades for at-risk students.
3.	Equity Team	Choose an item.		•				•
4.	Child Study Team	All Priorities	Increase both FSA and FCAT proficiency.	• Progress monitoring	Principal	Principal, Social Worker,	Weekly on Fridays	• Increase in attendance and

	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
			Increase attendance rate	reports on at-risk students		Guidance, ESE Case Manager		grades for at-risk students.
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Increase both FSA and FCAT proficiency. Increase attendance rate	• Progress monitoring reports on at-risk students	Principal	Lead Teachers	Weekly on Mondays	• Increase in attendance and grades for at-risk students.
6.	Literacy Leadership Team (Same as SBLT) *(if this is the same as SBLT, please note as this does not need to be duplicated).*	Choose an item.	Same as SBLT	•				•

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 N/A. We expect our performance level to be <u>N/A</u> by <u>N/A.</u>
2. The problem/gap in behavior performance is occurring because N/A.
3. If <u>N/A</u> would occur, the problem would be reduced by N/A, as evidenced by N/A. (*include data to validate your hypothesis*.)
4. We will analyze and review our data for effective implementation of our strategies by N/A.

5. **SMART GOAL:**

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

Choose an item.

The of Choose an item. students <u>Click or tap here to enter text.</u> will Choose an item. from <u>Click or tap here to enter text.</u> to <u>Click or tap here to enter text.</u>, as measured by <u>Click or tap here to enter text.</u>.

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.

☐ Choose Climate and Culture Strategy

☐ Choose Climate and Culture Strategy

☐ Choose Climate and Culture Strategy

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	●	●
Ensure at least one staff member attend and becomes is a certified Trainer of RP	●	●
Develop school-wide roll-out and development plan of RP/SEL.	●	●
Conduct learning opportunities.	●	●
Monitor and support staff for implementation with fidelity.	●	●
Review student and teacher data for trends and next steps.	●	●

Update school-wide plan on a monthly basis.
  • *Celebrate areas of growth*
  • *Update strategies for areas of improvement*
	●	●

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):
1. Our current attendance rate is 90%. We expect our performance level to be 95% by 2019.
2. The problem/gap in attendance is occurring because strategic progress monitoring.
3. If strategic progress monitoring would occur, the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by October 2019.

5. **SMART GOAL:**

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

The percent of all students missing more than 5% of school will decrease from 10 percent to 5 percent, as measured by 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.	Mandy Perry	August to June 2018-19
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Mandy Perry	August to June 2018-19
Develop and implement attendance incentive programs and competitions.	Mandy Perry	August to June 2018-19
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Mandy Perry	August to June 2018-19
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Mandy Perry and Leads	August to June 2018-19
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	SBLT	August to June 2018-19
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	August to June 2018-19

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
Professional Learning on Progress monitoring	All school staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Standard Based Planning	Elementary Team	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

4 Subgroup Goals

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 though 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:

REFLECTION (4 Step Problem-Solving:
1. Our current level of performance is 73%, as evidenced in School-wide FSA.
2. We expect our performance level to be 78% by June 2019.
3. The problem/gap is occurring because progress monitoring of the student's skill.
4. If Data Chats would occur, the problem would be reduced by 10% and student learning gains would increase by 5%.

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 73% to 78%, as measured by FSA.

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.
☐ 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?
Professional Learning on how to engage students in complex tasks.	Lori Bushey	August to June 2018-19
Professional Learning on incorporating Data and DBA chats in class	Lori Bushey	August to June 2018-19
Professional Learning on face to face tutoring and progress monitoring in reading.	Marcia Hall/Aimee Puyot	August to June 2018-19

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
How to engage students in Complex tasks in reading.	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
How to Incorporate data and DBA chats in your reading classes.	All teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Elementary strategies on face to face tutoring and progress monitoring in reading.	Elementary Team	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 65%, as evidenced in school-wide FSA testing.
2. We expect our performance level to be 70% by June 2019.
3. The problem/gap is occurring because progress monitoring of student's skills.
4. If Strategic progress monitoring would occur, the problem would be reduced by 10% and student learning gains would increase by 5%.

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 mathematics proficiency will increase from 65% to 70%, as measured by FSA and EOC tests.

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.

☐ 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?
Professional Learning on how to engage students in complex tasks in math.	Mike Fresia	August to June 2018-19
Professional Learning on incorporating Data and DBA chats in math class.	Mike Fresia	August to June 2018-19
Professional Learning on face to face tutoring and progress monitoring in math.	Marcia Hall/Aimee Puyot	August to June 2018-19

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
How to engage students in Complex tasks in math	All mathematic teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
How to Incorporate data and DBA chats in your classes.	All mathematics teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Elementary strategies on face to face tutoring and progress monitoring in math.	All elementary teachers	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 72%, as evidenced in FCAT testing.
2. We expect our performance level to be 77% by June 2019.
3. The problem/gap is occurring because progress monitoring of student's skills.
4. If strategic progress monitoring would occur, the problem would be reduced by 10% and student learning gains would increase by 5%.

5. **SMART GOALS:**

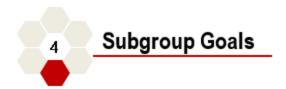| EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA. |
|---|

The percent of all students achieving science proficiency will increase from 72% to 77%, as measured by FCAT and Biology EOC tests.

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.
☐ 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?
Professional Learning on how to engage students in complex tasks in science.	Tim Okeefe	August to June 2018-19
Professional Learning on incorporating Data and DBA chats in science class.	Tim Okeefe	August to June 2018-19
Professional Learning on face to face tutoring and progress monitoring in science.	Elementary Teachers	August to June 2018-19

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
How to engage students in Complex tasks in science	Science Lead teacher Science teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
How to Incorporate data and DBA chats in your science classes.	Science Lead teacher Science teacher	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Elementary strategies on face to face tutoring and progress monitoring in science.	Elementary Teachers	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 82%, as evidenced in FSA and EOC tests.
2. We expect our performance level to be 85% by June 2019.
3. The problem/gap is occurring because progress monitoring of student's skills.
4. If strategic progress monitoring would occur, the problem would be reduced by 6% and student learning gains would increase by 3%.

5. **SMART GOALS:**

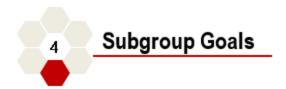| EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA. |
|---|

The percent of all students achieving social studies proficiency will increase from 82% to 85%, as measured by FSA and EOC tests.

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.
☐ 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?
Professional Learning on how to engage students in complex tasks in social studies.	Liz Thompkins	August to June 2018-19
Professional Learning on incorporating Data and DBA chats in social studies class.	Liz Thompkins	August to June 2018-19

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
How to engage students in Complex tasks in social studies.	All social study teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
How to Incorporate data and DBA chats in your social studies classes.	All social study teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 73%, as evidenced in FSA reading.
2. We expect our performance level to be 78% by FSA reading.
3. The problem/gap is occurring because progress monitoring of the student's skill.
4. If progress monitoring of the student's skill would occur, the problem would be reduced by 10% and student learning gains would increase by 5%.

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 73% to 78%, as measured by FSA.

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.
☐ 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?
Professional Learning on how to engage students in complex tasks in reading	Lori Bushey	August to June 2018-19
How to Incorporate data and DBA chats in your reading classes.	Lori Bushey	August to June 2018-19
Professional Learning on face to face tutoring and progress monitoring in reading.	Marcia Hall/Aimee Puyot	August to June 2018-19

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
How to engage students in Complex tasks in reading.	All teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
How to Incorporate data and DBA chats in your reading classes.	All teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Elementary strategies on face to face tutoring and progress monitoring in reading.	Elementary teachers	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0%, as evidenced in our graduation rate.
2. We expect our performance level to be 90% by June 2018.
3. The problem/gap is occurring because this will be the first year to have a graduation.
4. If Click or tap here to enter text. would occur, the problem would be reduced by Click or tap here to enter text..

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 12th grade students graduating this year will increase from 0% to 90%, as measured by FLDOE final graduation file.

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?
Graduation Committee formed	Mandy Perry	September 2018
Strategies will be discussed from above and sub-committees formed to implement planned interventions.	Mandy Perry	September 2018
On-track progress monitoring is implemented by all teachers.	Mandy Perry	October to June 2018-19

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
Professional learning strengthening the staff's skills in how to communicate and engage students and families so everyone is involved in the progress monitoring of students.	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Professional learning on how to recognize and what to do for at-risk students.	All Teachers	☒ Priority 1 ☒ Priority 2 ☒ 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.	• Monitoring of Welcome emails and monthly progress reports to families.	• Mandy Perry	• August to June 2018-19
2. Provide academic tools to families in support of their students' achievement at home.	• Make sure all families know how to monitor their students' progress.	• Mandy Perry	• August to June 2018-19
3. Purposefully involve families with opportunities for them to advocate for their students.	• Make sure all families know how to communicate with their teachers.	• Mandy Perry	• August to June 2018-19
4. Intentionally build positive relationships with families and community partners.	• SBLT will come up with strategies.	• Mandy Perry	• August to June 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
Using Mawi Learning Strategies to build relationships with students/parents	All school staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
FLVS Learning platforms	All school staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Mandy	Perry	White	Principal
Marcia	Hall	Hispanic	Teacher
Michelle	Starrett	White	Teacher
Angela	Davis	Black	Support Employee
Patricia	Thomas	White	Teacher
John	Jimpie	White	Parent
Jayden	Watson	White	Parent
Chloe	Watson	White	Student
Kayla	Harelson	White	Student
Tracy	Harelson	White	Parent
		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**	**$ 0**
[Describe each support on a separate row]	[Insert Amount]
[Describe each support on a separate row]	[Insert Amount]
2. **Behavioral Support**	**$ 0**
[Describe each support on a separate row]	[Insert Amount]
[Describe each support on a separate row]	[Insert Amount]
3. **Materials and Supplies**	**$ 0**
[Insert materials on a separate row]	[Insert Amount]
[Insert materials on a separate row]	[Insert Amount]
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ 0**
[Describe each type on a separate row]	[Insert Amount]
[Describe each type on a separate row]	[Insert Amount]
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	**$ 0**
[Describe categories on a separate row]	[Insert Amount]
[Describe categories on a separate row]	[Insert Amount]
6. **Other** *(please list below)*	**$ [Insert amount for category]**
[Describe each on a separate row]	[Insert Amount]

[Describe each on a separate row]	[Insert Amount]
TOTAL $ **[Insert total estimated SIP Budget]**	**0**