School Improvement Plan
SY 2018-19

Richard L. Sanders School

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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.

Vision and Direction

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A. Vision and Direction

School Profile

Principal:	Heidi E. D'Ambrosio	SAC Chair:	Jody Lehman-Lynn

School Vision	The staff of Richard L. Sanders School believes that every student will achieve 100% success and learn the life skills necessary to become successful adults.

School Mission	The mission of Richard L. Sanders is that all students will master the Florida State Standards while acquiring the affective skills necessary to grow into successful adults.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
69	0	36	0	5	28	0

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	**2017 %**	**2018 %**	**2017 %**	**2018 %**	**2017 %**	**2018 %**	**2017 %**	**2018 %**	**2017 %**	**2017 %**	**2016 %**
Proficiency All	5.1%	2.6%	7.7%	3.45%	0%	10%	12.5%	12.5%	NA	NA	12%	NA
Learning Gains All	38%	NA	36%	NA								
Learning Gains L25%	12.5%	NA	22%	NA								

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Heidi	D'Ambrosio	FT	1-3 years
Restorative Practices Trainer	Alicia	Willower	FT	1-3 years
VE Resource / Reintegration Specialist	Jody	Lehman-Lynn	FT	20+ years
APC/ELL	Jacqueline	Edwards	FT	1-3 years
Climate and Culture	Alycia	Bobak	FT	Less than 1 year
Primary Team Leader	Kasey	Brewer	FT	4-10 years
Specialist Teacher	Denise	Nye	FT	20+ years
Secondary Team Leader	Adam	Bradley	FT	4-10 years
Social Worker Team Leader	Michelle	Money	FT	4-10 years
Secretary	Patricia	Sands	FT	4-10 years
Equity/CRT Champion	Kasi	Techton	FT	1-3 years

Behavior Specialist Team Leader	Charles	Richards	FT	1-3 years
Head Plant Operator	Jessie	Scott	FT	1-3 years
Total Instructional Staff:	**11**	**Total Support Staff:**	**2**	

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.

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving learning gains in ELA and Math will increase from 37 % to 50 %

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving learning gains in ELA and Math will increase from 37 % to 50 %

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students achieving a behavior Level 3 will increase from 8.9 % to 25 %.
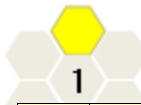
1 Continuous Improvement

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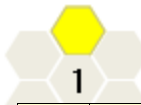
How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

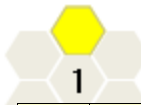|	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem 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 academic learning gains in ELA and Math	• Training on Lesson Planning Resources, • Weekly review of lesson plans • Prep PLC agendas • Walkthroughs	Principal	APC, Team Leaders VE Resource/ Reintegration Specialist RP trainer Climate/ Culture Champion Equity/ CRT Champion	Bi-Weekly on Tuesdays	• Lesson plans aligned to standards, with targets • Planned and completed student work requiring practice with complex text and its academic language • PLC Minutes • Walkthrough Observations
2.	PBIS Team	Priority 3	Monitor implementation of Level System and PBIS by level and school-wide	• Level System Training • Behavioral Hierarchy Training • PBIS activities based on levels	Principal	PBIS Team Leader	Monthly	• Students moving through the level system • Number of students eligible to participate in PBIS activities • Student Tracking Books (Eagles ABCs)
3.	Restorative Practice Team	Priority 3	To improve climate, culture, and	• Preschool 6 hour training	RP Trainer	Principal, APC	Monthly	• Training Attendance • Meeting Minutes

	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
			relationships between all stakeholders	• 3 hour after school and 3 hours on Oct 15		RP Social Worker RP Secondary Teacher		• Log of RP Events and outcomes • Morning Circles school wide • Infused in 7th Period Unique Skills school wide
4.	Child Study Team	All Priorities	To monitor and improve individual attendance and school wide attendance averages To address attendance concerns	• Pre-school training for prior identification of chronic absences • Preparation of meeting agenda • Meeting schedule determined for 2018-2019 • Review of weekly reports • Follow up with families regarding specific attendance concerns	Social Worker	Principal, APC, DMT, CNA	Bi-Weekly	• Meeting Minutes • Sign In Sheet • Attendance Reports • Correction of Pending Codes • Child Study Team Database
5.	Primary PLC	All Priorities	To increase engagement, academic, and behavioral gains of all students through academic rigor, curriculum and resource discussions	• Pre-school Trainings • Marzano Book Studies • DWT • Coaching support as needed • Peer Observation	Team Leader	Principal/APC Rotates Instructional Staff	Weekly	• PLC Agenda • PLC Minutes • Sign In Sheet • Walkthroughs
6.	Secondary PLC	All Priorities	To increase engagement, academic, and behavioral gains of all students through academic rigor,	• Pre-school Trainings • Marzano Book Studies • DWT	Team Leader	Principal/APC Rotates Instructional Staff	Weekly	• PLC Agenda • PLC Minutes • Sign In Sheet • Walkthroughs

	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
			curriculum and resource discussions	• Coaching support as needed Peer Observation				
7.	Specialist PLC	All Priorities	To increase engagement, academic, and behavioral gains of all students through academic rigor, curriculum and resource discussions	• Pre-school Trainings • Marzano Book Studies • DWT • Coaching support as needed Peer Observation	Team Leader	Principal/APC Rotates Instructional Staff	Weekly	• PLC Agenda • PLC Minutes • Sign In Sheet • Walkthroughs
8.	Behavior PLC	All Priorities	To increase engagement, academic, and behavioral gains of all students	• Pre-school Trainings • Marzano Book Studies • DWT • Coaching support as needed • Peer Observation	Team Leader	Principal/APC Rotates Instructional Staff	Weekly	• PLC Agenda • PLC Minutes • Sign In Sheet • Walkthroughs
9.	Social Worker PLC	All Priorities	To increase engagement, academic, and behavioral gains of all students	• Pre-school Trainings • Marzano Book Studies • DWT • Coaching support as needed • Peer Observation	Team Leader	Principal/APC Rotates Instructional Staff	Weekly	• PLC Agenda • PLC Minutes • Sign In Sheet • Walkthroughs
10.	Support Staff PLC	All Priorities	To increase engagement, academic, and behavioral gains of all students	• Pre-school Trainings • School-Based Trainings provided • DWT • Coaching support as needed	AP	Support Staff/ Principal	Bi-Weekly	• PLC Agenda • PLC Minutes • Sign In Sheet

Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
11.	Equity/AVID/Culturally Responsive Teaching	All Priorities	To increase engagement, academic, and behavioral gains of all students	• Developing an equity/CRT team • Provide training to teachers to increase equity and CRT	Secondary Teacher	APC/Principal Instructional Staff	Monthly	• Culturally relevant teaching and materials identified in lesson plans and evident in walkthroughs
12.	Safety Committee	All Priorities	To continually monitor and improve safety for all students and staff	• Review of previous month's agenda items • Discuss the bi-weekly campus walks • Debrief and PDSA Safety Procedures • Solicit and provide feedback regarding safety concerns	Principal	APC, SRO, HPO, CNA, Cafeteria Manager, Behavior Specialist, Secretary	Monthly	• Agenda • Minutes • Sign In Sheet

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 students received 175 ISS. We expect our performance level to be decreased by at least 15 % by utilizing restorative practices and increasing PBIS.
2. The problem/gap in behavior performance is occurring because our students struggle academically and lack the social skills needed to deal with specific situations.
3. If restorative practices and academic interventions would occur, the problem would be reduced by 15 %, as evidenced by a decrease in ISS and increase in the average daily points earned by students and movement to Level 2 and Level 3 on the school wide Level System.
4. We will analyze and review our data for effective implementation of our strategies by reviewing data monthly during data chats with individual students, teachers, and teams.

5. **SMART GOAL:**
The ISS risk (percentage of students receiving in-school suspension) of all students receiving ISS will decrease from 175 to 145, as measured by ISS Log maintained by behavioral team cross-referenced with School Profile data.
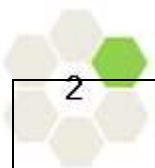
6. **STRATEGIES:**
List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.
☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.
☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.
☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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	• Certified trainer, principal, social worker, and secondary teacher	• June 18 and June 19, 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Alicia Willower	• June 4, 5, and 6, 2018.
Develop school-wide roll-out and development plan of RP/SEL.	• Principal and RP Trainer	• July 10, 2018
Conduct learning opportunities.	• RP Trainer- Alicia Willower	• Pre-school, first 6 hours • 3 hours after school and 3 hours on October 15

		• Ongoing agenda item for SBLT and PLCs
Monitor and support staff for implementation with fidelity.	• SBLT/ APC/Principal	• During Monthly Data Chats • Walkthroughs • RP Practices Log of Events and Outcomes
Review student and teacher data for trends and next steps.	• SBLT/APC/Principal	• SBLT Meetings, PLCs, and Data Chat Meetings with teachers /teams
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• RP Trainer • PBIS Leader	• Prior to monthly SBLT Team meetings • Celebrations at All Staff PLCs and/or Staff Meetings • PBIS Monthly Student celebrations • Grading Period Celebrations to include students' families

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
Restorative Practices Pre-school, first 6 hours, 3 hours after school, and 3 hours on October 15 Ongoing agenda item for SBLT and PLCs	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
LEAPs Social Skills Curriculum to be implemented school wide	Instructional Staff – 29 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Level System training, review, and revision during preschool	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Crisis Prevention Institute (CPI)	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
AVID/ Culturally Relevant Teaching	Instructional Staff – 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 85% of students are absent 10% or more days. We expect our performance level to be 50% by by the end of the school year..
2. The problem/gap in attendance is occurring because transportation issues, baker act stays, students on runaway status, and students refusing to enter classrooms.
3. If increasing students entering classrooms would occur, the problem would be reduced by 5%.
4. We will analyze and review our data for effective implementation of our strategies by reviewing attendance, attendance codes, absentee issues weekly and through child study meetings bi-weekly.

5. **SMART GOAL:**

The percent of all students absent 10% or more day will decrease from 85% to 50%, as measured by School Profile.

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.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Principal/ APC/DMT	Preschool with review at monthly staff meetings as needed
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker Team	Preschool as preparation for Child Study Meetings
Develop and implement attendance incentive programs and competitions.	Principal/APC/ PBIS Leader	Preschool and ongoing adjustments as needed throughout the school year based on data review
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal	Open House, Monthly Newsletter, phone calls, monthly student celebrations
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Socials workers/ Admin/ DMT	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Socials workers/ Admin/ DMT	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT/APC/Principal	Daily

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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attendance Expectations, Policies, and Follow up of Pending Codes	Instructional Staff- 29 Support Staff - 2 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data collection and review of attendance compared to academic/behavioral data	Instructional Staff- 29 Support Staff - 2 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Subgroup Goals

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⬡ 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 38% of students making learning gains, as evidenced in FSA and FSAA, SIR Data.
2. We expect our performance level to be 50% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students lack social emotional skills to deal with issues within the classroom, attendance, reading levels, academic stamina, and background knowledge.
4. If improved social emotional skills would occur, the problem would be reduced by increasing ELA learning gains.

5. **SMART GOALS:**

The percent of all students making learning gains in ELA will increase from 38% to 50%, as measured by FSA and FSAA.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff 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.

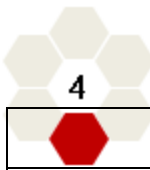7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Standards Based Lesson Planning with differentiation based on student needs	Principal /APC	Pre-school, DWT, and weekly monitoring
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Principal /APC	Pre-school and monitoring during walkthroughs
Review of lesson plans to ensure identification of critical content and alignment of resources.	Principal /APC	Weekly
PLC work that increases instructional knowledge to increase engagement and utilize questions that make students elaborate on content including review of student data and work	Team Leaders with directions from SBLT/Admin	Weekly
Through walkthroughs and classroom observations, administrators provide feedback to support teacher growth	Principal /APC	Ongoing- at least once a month
Provide opportunities based on feedback to work with staff developers/ Just In Time coaches	Principal /APC	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
Standards Based Lesson Planning with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

PLC work on Standards Based Lesson Planning. Standards Based Instruction to ensure identification of critical content and alignment of resources, and instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Core Connections ELA Trainings – based on district schedule	Instructional Staff - 7	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data chat meetings with teams – to review and analyze student data and review work samples, and determine additional needs or supports	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
I-Ready training – school wide intervention for reading remediation	Instructional Staff- 29 Administration - 2	☒ 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 36% learning gains, as evidenced in FSA and FSAA, SIR Data.
2. We expect our performance level to be 50% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students lack social emotional skills to deal with issues within the classroom, attendance, reading levels, academic stamina, and background knowledge.
4. If improved social emotional skills would occur, the problem would be reduced by increasing Math learning gains.
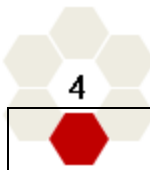
5. **SMART GOALS:**

The percent of all students making learning gains in Math will increase from 36% to 50%, as measured by FSA, FSAA, and SIR data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff 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?
Standards Based Lesson Planning with differentiation based on student needs	Principal /APC	Pre-school, DWT, and weekly monitoring
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Principal /APC	Pre-school and monitoring during walkthroughs
Review of lesson plans to ensure identification of critical content and alignment of resources.	Principal /APC	Weekly
PLC work that increases instructional knowledge to increase engagement and utilize questions that make students elaborate on content including review of student data and work	Team Leaders with directions from SBLT/Admin	Weekly

Through walkthroughs and classroom observations, administrators provide feedback to support teacher growth	Principal /APC	Ongoing- at least once a month
Provide opportunities based on feedback to work with staff developers/ Just In Time coaches	Principal /APC	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
Standards Based Lesson Planning with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLC work on Standards Based Lesson Planning. Standards Based Instruction to ensure identification of critical content and alignment of resources, and instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data chat meetings with teams – to review and analyze student data and review work samples, and determine additional needs or supports	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
I-Ready training – school wide intervention for math remediation	Instructional Staff- 29 Administration - 2	☒ 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 0% proficiency, as evidenced in Biology EOC and FCAT Science.
2. We expect our performance level to be 25% proficient by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students lack social emotional skills to deal with issues within the classroom, attendance, reading levels, academic stamina, and background knowledge.
4. If improved social emotional skills would occur, the problem would be reduced by increasing student proficiency.

5. **SMART GOALS:**

The percent of all students achieving Science proficiency will increase from 0% to 25%, as measured by Biology EOC and FCAT Science.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff 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?
Standards Based Lesson Planning with differentiation based on student needs	Principal /APC	Pre-school and weekly monitoring
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Principal /APC	Pre-school and monitoring during walkthroughs
Review of lesson plans to ensure identification of critical content and alignment of resources.	Principal /APC	Weekly
Utilization of Elementary and Secondary Science labs by students	Teachers	Bi-weekly
PLC work that increases instructional knowledge to increase engagement and utilize questions that make students elaborate on content including review of student data and work	Team Leaders with directions from SBLT/Admin	Weekly
Through walkthroughs and classroom observations, administrators provide feedback to support teacher growth	Principal /APC	Ongoing- at least once a month
Provide opportunities based on feedback to work with staff developers/ Just In Time coaches	Principal /APC	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
Standards Based Lesson Planning with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLC work on Standards Based Lesson Planning. Standards Based Instruction to ensure identification of critical content and alignment of resources, and instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data chat meetings with teams – to review and analyze student data and review work samples, and determine additional needs or supports	Instructional Staff- 29 Administration - 2	☒ 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 12.5% proficient, as evidenced in Civics, U.S. History, and World History EOCs.
2. We expect our performance level to be 40% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students lack social emotional skills to deal with issues within the classroom, attendance, reading levels, academic stamina, and background knowledge.
4. If improved social emotional skills would occur, the problem would be reduced by increasing student proficiency.

5. **SMART GOALS:**

The percent of all students scoring proficient will increase from 12.5% to 40%, as measured by Civics, U.S. History, and World History EOCs.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff 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.

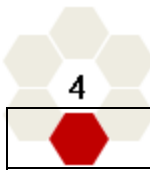7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Standards Based Lesson Planning with differentiation based on student needs	Principal /APC	Pre-school and weekly monitoring
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Principal /APC	Pre-school and monitoring during walkthroughs
Review of lesson plans to ensure identification of critical content and alignment of resources.	Principal /APC	Weekly
PLC work that increases instructional knowledge to increase engagement and utilize questions that make students elaborate on content including review of student data and work	Team Leaders with directions from SBLT/Admin	Weekly
Through walkthroughs and classroom observations, administrators provide feedback to support teacher growth	Principal /APC	Ongoing- at least once a month
Provide opportunities based on feedback to work with staff developers/ Just In Time coaches	Principal /APC	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
Standards Based Lesson Planning with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLC work on Standards Based Lesson Planning. Standards Based Instruction to ensure identification of critical content and alignment of resources, and instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data chat meetings with teams – to review and analyze student data and review work samples, and determine additional needs or supports	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is Bronze Level, as evidenced in Healthier Generation Assessment Modules.
2. We expect our performance level to be Silver Level by the end of the 2018-2019 school year.
3. The problem/gap is occurring because dissemination of information and increasing the number of activities related to the modules.
4. If increasing healthier activities would occur, the problem would be reduced by moving from a Bronze Level school to a Silver Level school.

5. **SMART GOALS:**

The number of Healthier Generation Assessment Modules completed to receive recognition will increase from 4 Silver and 2 Bronze receiving Bronze Level recognition to 6 modules to receive Silver Level recognition,.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff 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?
Assemble a Healthy School Team made up of a minimum of four individuals including PE/Health teacher, Classroom teacher, Wellness Champion, Cafeteria Manager, and Students	Principal/ APC	August 2018
In school store and PBS celebrations provided healthy food choices	Social Workers	Ongoing
Complete Healthy Schools Program Assessment	Healthy School Team	By April 2019
Healthy School Action Plan development and implementation	Healthy School Team	By October 2018
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Increase the number of activities related to the Healthier Generation Assessment Modules	Wellness Champion	Bi-Monthly

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

    ☐ Priority 1   ☐ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Staff attend PD during preschool and throughout school year	30 teachers/30 associates	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Staff Healthy Schools Program Training	Healthy School Team Members	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0%, as evidenced in transcripts, IEP's, SAT/ACT, and Vocational Rehab Assessment..
2. We expect our performance level to be 10% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students lack the basic required coursework to graduate on time (requiring multiple recovery courses) with their 4-year cohort, reading levels, attendance, and academic stamina needed to pursue advancement placement and accelerated coursework, additionally we have limited resources to provide vocational/ college preparatory opportunities.
4. If a reduction in course recovery courses would occur, the problem would be reduced by increasing the opportunities for students to participate in vocational, advanced, or accelerated coursework by at least 10%.

5. **SMART GOALS:**

The percent of all students earning credit in vocational, advanced, or accelerated coursework will increase from 0% to 10%, as measured by advanced or accelerated coursework completion/credit, transcripts, or assessment participation.

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

☒ Enhance access to opportunities for students to engage in advanced/acceleration coursework.

☒ Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).

☒ Strengthen teacher implementation of rigorous instructional practices.

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?
Increase participation in pre-college exams by offering SAT/ACT prep coursework.	APC/ English Teacher	Ongoing
Increase student participation in the Spring ACT exam by offering it on our campus for eligible students	APC	Spring 2019
Monitor student academic performance and course enrollment to ensure students have access to rigorous courses and vocational/college preparatory programs	Principal/ APC/ Case Managers	Ongoing
Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.	Case Managers/ VE Resource/ Reintegration Specialist	At least 1x per year
PLC work that increases instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Team Leaders with directions from SBLT/Admin	Weekly
Vocational Rehabilitation	Social Worker	3rd and 4th Quarter

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
PLC work on Standards Based Lesson Planning. Standards Based Instruction to ensure identification of critical content and alignment of resources, and instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving): Not Applicable
1. Our current level of performance is 0%, as evidenced in inability to provide after school STEM clubs or academies.
2. We expect our performance level to be 10% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because lack of transportation for students (parent or district) and the ability to supervise and provide ESE supports to our students with the greatest challenges preventing us from providing after school STEM clubs or academies.
4. If incorporation of STEM activities and/ or projects into the media technology, art, music, science, and math courses would occur, the problem would be reduced by increasing access to STEM activities and content for our students.

5. SMART GOALS:

The percent of all students receiving access to STEM clubs and/or content will increase from 0% to 10%, as measured by student work products and school based data.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff 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?
Establish in-school STEM activities to increase student access to STEM content.	Media Specialist	Ongoing
Submit a STEM inquiry project to be displayed at the annual PCS STEM Expo in April 2019.	Media Specialist	Ongoing-April Expo
Increase use of Maker Station located in the Media Center	Media Specialist	Ongoing

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

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District professional development courses related to STEM	Instructional Staff - 11	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Standards Based Lesson Planning with differentiation based on student needs	Instructional Staff- 11 Administration - 2	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Instructional Staff- 11 Administration - 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Maker Station Training and Support	Instructional Staff- 11 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 12%, as evidenced in FL DOE graduation report.
2. We expect our performance level to be 20% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students are not on track with their cohort, students lack the basic required coursework to graduate on time (requiring multiple recovery courses) with their 4-year cohort, reading levels, attendance, and academic stamina needed to pursue advancement placement and accelerated coursework.
4. If the number of students promoted on track with their cohort would occur, the problem would be reduced by increasing the number of students who graduate with their 4-year cohort.

5. **SMART GOALS:**

The percent of all students promoted on-track with their 4-year cohort will increase from 12% to 20%, as measured by Fl DOE Graduation Rates.

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

☒ 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.

☒ Intensify graduation committee focus on data to plan interventions and supports for individual students.

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?
Teach students what is expected of them and the coursework required for graduation Engage students in graduation checks each quarter	Principal /AP	Assemblies by grade Level the first week of school
Engage students in graduation checks each quarter beginning in 9th grade	Principal /AP/ESE specialist	Every 9 weeks
Student Data Books (Eagles ABCs), teach students to take responsibility and track their own progress and performance	Instructional Staff	Daily
Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation	Case Managers	At least 1x per year
PLC work that increases instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Team Leaders with directions from SBLT/Admin	Weekly

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

    ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Standards Based Lesson Planning with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLC work on Standards Based Lesson Planning. Standards Based Instruction to ensure identification of critical content and alignment of resources, and instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data training to include data chats with students, data chat binders (Eagles ABCs), data collection, and data analyzing	Instructional Staff- 29 Support Staff - 23 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ 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 37% overall learning gains for all students, based on our enrollment and student proficiency in ELA and Math a gap is not evident at this time, as evidenced in FSA, FSAA, and SIR Report.
2. We expect our performance level to be continued without a gap by the end of the 2018 – 2019 school year.
3. The problem/gap is occurring because No Gap exists at this time.
4. If N/A would occur, the problem would be reduced by N/A.

5. SMART GOALS:

The percent of all students performance in learning gains remains the same or will increase from having no gap to continuing with no gaps, as measured by FSA, FSAA, and SIR data.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	☒ Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. ☒ Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate.	• We continue to conference with students and families in tracking and monitoring of their progress toward graduation requirements. • Communicate graduation requirements with all stakeholders
Student Achievement	☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. ☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.	• Continue to increase student engagement • Continue to increase attendance rates and decrease student behaviors • No statistical data demonstrates an Academic Gap. 1 AA Male and 1 CAU Male each scored proficient in ELA and Math
Advanced Coursework	☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	• Increase student engagement and tracking of their own progress through their Eagle ABCs. • No Gap exists as our only Gifted student is an African American Male
Student Discipline	☒ Implement Restorative Practices throughout the school. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	• Build and improve relationships with all stakeholders through restorative practices • Increase the use of SEL curriculum (LEAPs) to improve social emotional skills of students and decrease behaviors that interfere with learning • No Gap exist as our AA Students statistically account for an equal number of referrals per race represented as all other races
ESE Identification	NA – all of our students are students with disabilities	• No Gap exist as all students are ESE students
Minority Hiring	☒ Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. ☒ Utilize supports from district office to support the recruitment and retention of black applicants.	• Minorities account for 40% • Caucasians account for 58% • Other 2% • The hiring and retention of highly qualified staff

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?
Implementing Restorative Practices and AVID/ CRT	RP trainer, Principal/ APC	Beginning in pre-school and ongoing throughout the school year
Involve students and families in tracking student progress at all grade levels through the use of Eagle ABCs (Attendance, Behavior, Curriculum) Binder	Principal/ APC	Beginning the first week of school and at least weekly (if not daily) all year long
Hire and retain highly qualified African American staff	Principal / APC	Ongoing as openings occur

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
Restorative Practices Pre-school, first 6 hours, 3 hours after school, and 3 hours on October 15 Ongoing agenda item for SBLT and PLCs	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Level System training, review, and revision during preschool	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Crisis Prevention Institute (CPI)	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
AVID/ Culturally Relevant Teaching	Instructional Staff – 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 0%, as evidenced in FSA and SIR Data.
2. We expect our performance level to be 100% by FSA and FSAA, SIR Data.
3. The problem/gap is occurring because the student mind set and behavior.
4. If student engagement would occur, the problem would be reduced by increasing proficiency by 100%.

5. **SMART GOALS:**

The percent of all students receiving Gifted services will increase from 0% to 100%, as measured by FSA and SIR Data.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ 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?
Standards Based Lesson Planning with differentiation based on student needs	Principal /APC	Pre-school and weekly monitoring
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Principal /APC	Pre-school and monitoring during walkthroughs
Review of lesson plans to ensure identification of critical content and alignment of resources.	Principal /APC	Weekly

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Standards Based Lesson Planning with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Standards Based Instruction (Identification of the Standard and Targets) with differentiation based on student needs	Instructional Staff- 29 Administration - 2	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLC work on Standards Based Lesson Planning. Standards Based Instruction to ensure identification of critical content and alignment of resources, and instructional knowledge to increase engagement and utilize questions that make students elaborate on content	Instructional Staff- 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Family and Community Engagement

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

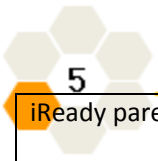List the specific strategies your school uses to build relationships with families and the community.

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.	• Solicit feedback from parents/families before and during IEP meetings, parent conferences/ phone calls, monthly student celebrations, and Title 1 parent meetings	• Principal, APC, VE Resource/ Reintegration Specialist, Case Managers, Social Workers, Psychologist, Behavior Specialist	• At least twice each grading period
2. Provide academic tools to families in support of their students' achievement at home.	• Title 1 Parent Station (front office) • Title 1 Parent activities • Open House	• Principal, APC, Instructional Staff, Social Workers	• Ongoing availability • Twice each semester
3. Purposefully involve families with opportunities for them to advocate for their students.	• IEP Meetings, Parent conferences, Continual Availability of Administrators to meet with parents either face to face or via phone	• Principal, APC, Social Workers, Instructional and Support Staff	• Ongoing
4. Intentionally build positive relationships with families and community partners.	• Invite all stakeholders to school events, offer multiple opportunities for families and community partners to participate and provide feedback	• Principal, APC, All Staff	• Ongoing

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
Restorative Practices Pre-school, first 6 hours, 3 hours after school, and 3 hours on October 15 Ongoing agenda item for SBLT and PLCs	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Level System training, review, and revision during preschool	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Crisis Prevention Institute (CPI)	Instructional Staff- 29 Support Staff - 23 Administration - 2	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
AVID/ Culturally Relevant Teaching	Instructional Staff – 29 Administration - 2	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

iReady parent training	Instructional Staff – 2 Administration – 2 Parents - 15	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Assessment training for parents and what does it mean to make a gain	Instructional Staff – 2 Administration – 2 Parents - 15	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Data, Data, Data, What does it all mean for my child?	Instructional Staff – 10 Administration – 2 Parents – 15-20	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

⬡₆ Budget and Other Requirements

⬡ SAC Membership

First Name	Last Name	Race	Stakeholder Group
Heidi	D'Ambrosio	White	Principal
Jody	Lehman-Lynn	White	Other Instructional Employee
Vernita	Brown	Black	Support Employee
Melissa	Calle	White	Teacher
Michelle	Money	White	Other Instructional Employee
Dayshaun	Brown	Black	Student
Joseph	Smith	Black	Business/Community
Tomasine	Brown	Black	Parent
Teron	Parker	Black	Parent
		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):

SAC Meeting is scheduled for August 22, 2018.

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 and Other Requirements

⬢ 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**	
	Not Applicable	NA
2.	**Behavioral Support**	
	Not Applicable	NA
3.	**Materials and Supplies**	**$325**
	Maker Station Materials	$325
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ [Insert amount for category]
	Not Applicable	NA
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	
	Not Applicable	NA
6.	**Other** *(please list below)*	$ [Insert amount for category]
	Not Applicable	NA
TOTAL $ **325**		