



# School Improvement Plan SY 2018-19

## SAFETY HARBOR MIDDLE SCHOOL

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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

## A. Vision and Direction

### School Profile

<b>Principal:</b>	Carrie Armstrong	<b>SAC Chair:</b>	Shelly Hurley
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<b>School Vision</b>	Dedicated to finding a way for 100% student growth every day.
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<b>School Mission</b>	SHMS embraces our diverse community by providing a safe, welcoming and inclusive environment committed to academic and behavioral growth and success for every student every day.
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### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1219	53	103	321	57	680	5

School Grade	2018 B	2017 C	2016 B	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	49	48	63	57	56	55	68	71	82	77		
Learning Gains All	51	46	62	54								
Learning Gains L25%	46	33	49	34								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Carrie	Armstrong	FT	1-3 years
Equity Champion	Rita	Carter	FT	1-3 years
ESE	Annette	Gallagher	FT	4-10 years
ELL	Nicole	Pasquali	FT	1-3 years
Climate and Culture	Autumn	Lunin	FT	11-20 years
AP	Dionisios	Boulieris	FT	4-10 years
AP	Kimberly	Miller	FT	4-10 years
AP	Matthew	Miller	FT	4-10 years
Guidance Counselor	Eartha	Mims	FT	4-10 years
Guidance Counselor	Donna	Baker	FT	4-10 years
Guidance Counselor	Elizabeth	Ryczek	FT	Less than 1 year
<b>Total Instructional Staff:</b>	<b>65</b>		<b>Total Support Staff:</b>	<b>32</b>



## B. Improvement Priorities

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

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

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

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency will increase from 58% to 62%.

### 2. Priority 2: Formative Assessment

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students making learning gains will increase from 51% in ELA and 62% in Math to 56% in ELA and 67% in Math.

### 3. Priority 3: Culturally Relevant Teaching

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support culturally relevant teaching , then the percent of black students making learning gains will increase from 71% to 75%.



## C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	Priority 1	Monitor standards based instructional strategies and formative assessment usage to increase student FSA proficiency.	<ul style="list-style-type: none"> <li>Monthly PLC training focused on specific instructional area and need.</li> <li>Data review weekly to review cycle and formative assessment data.</li> <li>Set tone and agenda for PLC meetings with PLC leads.</li> </ul>	Principal	AP’s, Guidance Counselors, ESE Specialist, Behavior Specialist, PLC Leads	Weekly on Tuesdays	<ul style="list-style-type: none"> <li>Lesson plans and evidence of collaborative within lesson plans.</li> <li>PLC meeting agendas and minutes.</li> <li>Evidence of formative assessments being given and used to adjust instruction.</li> </ul>
2.	Tier 3 Problem-solving Team	All Priorities	To ensure that our lowest performing students are receiving	<ul style="list-style-type: none"> <li>MTSS team meets bi weekly to</li> </ul>	Behavior Specialist	MTSS Grade Level Teams	Bi weekly	<ul style="list-style-type: none"> <li>MTSS Agenda and Meeting Minutes</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			adequate access to grade level instruction and are being given the supports in order to succeed.	<p>review data and identify students in need of Tier 3 interventions.</p> <ul style="list-style-type: none"> <li>• MTSS Team creates Tier 3 intervention plan for student, implements the plan and monitors for success on a weekly basis.</li> </ul>				<ul style="list-style-type: none"> <li>• Intervention Tracking Data</li> </ul>
3.	Equity Team	Priority 3	To ensure that minority students are receiving equal and fair access to standards based instruction, grading and discipline practices.	<ul style="list-style-type: none"> <li>• Equity team meets on a monthly basis to review minority trend data in discipline and academics.</li> <li>• Equity team plans professional development in equitable grading practices and culturally relevant teacher and delivers this</li> </ul>	AP Matt Miller Rita Carter	Equity Team	Monthly	<ul style="list-style-type: none"> <li>• Agendas from Equity Team meetings</li> <li>• PD delivered to staff.</li> <li>• Increase in student achievement of minority students as evidenced by grades and cycle assessment data.</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				PD on an ongoing basis to staff on Weds. mornings				
4.	Child Study Team	Priority 3	To continue to track attendance and create attendance incentives and interventions in an effort to increase student attendance rates and ensure all students have the resources necessary to regularly attend school.	<ul style="list-style-type: none"> <li>Bi weekly meetings with CST Team to review data, plan incentives and interventions.</li> </ul>	Principal Armstrong	CST Team – School Social Worker, Behavior Specialist, Guidance Counselors, Asst. Principals, ESE Specialist, School Psychologist	Every other Tuesday at 1:40	<ul style="list-style-type: none"> <li>District reported CST minutes</li> </ul>
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	To ensure that the priorities are being addressed through teacher leaders in PLC planning time on a weekly basis.	<ul style="list-style-type: none"> <li>Each grade level/subject area team has a designated PLC lead. These PLC leads meet on a bi weekly basis in SBLT with administration to plan the agendas for their weekly PLC meetings that addresses one or all of</li> </ul>	PLC Leads	All instructional staff in their PLC meetings	At one weekly designated time (planning) for each PLC.	<ul style="list-style-type: none"> <li>Weekly PLC meeting minutes.</li> <li>Observation data.</li> </ul>





	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				the priority areas.				
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated). – Same as SBLT</i>	All Priorities	Same as SBLT	<ul style="list-style-type: none"> <li>• Same as SBLT</li> </ul>	Same as SBLT	Same as SBLT	Same as SBLT	<ul style="list-style-type: none"> <li>• Same as SBLT</li> </ul>
7.	PBIS Team	Priority 3	To ensure a consistent, positive, fair and equitable behavior management system is implemented schoolwide for student safety and academic success.	<ul style="list-style-type: none"> <li>• All staff are trained in the use of PBIS.</li> <li>• The PBIS team coordinates and implements training and incentives for students.</li> <li>• The Social Skills class plans incentives and helps execute the management of incentives with school staff.</li> </ul>	Principal Armstrong Autumn Lunin Lisa Pellico	PBIS Team and Social Skills students	Monthly team meetings Daily class meetings	<ul style="list-style-type: none"> <li>• Incentives plan is in place and consistently implemented.</li> <li>• Usage of online PBIS system is consistent and frequently accessed.</li> <li>• Discipline/ODR data decreases.</li> </ul>
8.	Family Engagement Team	All Priorities	To ensure that the needs of our families are being met and that families have the	<ul style="list-style-type: none"> <li>• Family Engagement Team meets once a month</li> </ul>	Laney Center	Family Engagement Team which includes at	Once a month before school	<ul style="list-style-type: none"> <li>• Team meeting minutes.</li> <li>• Implementation of a monthly event for</li> </ul>



# 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
			ability to communicate their needs and wants and that those become a reality to better support families and increase student achievement.	and plans monthly events for families based on feedback and survey data from parents.		least one support staff, one instructional staff, one administrator, school support personnel and two family members.		families that are based on data and feedback from family surveys.
9.	AVID Team	Priority 1	To ensure that rigorous strategies are being used schoolwide and in the AVID elective that better prepare students for college and career readiness.	<ul style="list-style-type: none"> <li>AVID team meets once a month to complete and implement the AVID plan.</li> </ul>	AVID Coordinator	Instructional staff, administration	Once a month before school on Wednesday mornings on committee meeting days.	<ul style="list-style-type: none"> <li>AVID Implementation plan is created, approved and being implemented.</li> <li>AVID team meeting minutes.</li> </ul>



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 14% of our students have behavior issues. We expect our performance level to be less than 10% of overall students having behavior issues by consistently implementing our PBIS program (SOAR), our new consistent behavior management system in each classroom and continued implementation of restorative practices and culturally relevant instructional strategies.
2. The problem/gap in behavior performance is occurring because there is a lack of consistent implementation programs, processes and procedures.
3. If continued training, consistent implementation and strategic monitoring would occur, the problem would be reduced by at least 5%, as evidenced by discipline data outcomes reported in School Profiles. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by utilizing School Profiles data on a bi weekly basis in SBLT to determine if there is a reduction in behavior issues on an ongoing basis.

5. SMART GOAL:

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

The referral risk (percentage of students receiving ODRs) of all students will decrease from 14% to less than 10%, as measured by the end of the year ODR data from the School Profile Dashboard.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- 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?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> <li>• Principal Armstrong</li> </ul>	<ul style="list-style-type: none"> <li>• July 9<sup>th</sup> and 10<sup>th</sup></li> </ul>
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> <li>• Principal Armstrong</li> <li>• Rita Carter</li> </ul>	<ul style="list-style-type: none"> <li>• June 4<sup>th</sup> and 5<sup>th</sup></li> </ul>



<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> <li>Principal Armstrong</li> <li>Asst. Principal Matt Miller</li> </ul>	<ul style="list-style-type: none"> <li>June 9<sup>th</sup> and 10<sup>th</sup> (ongoing for preplanning)</li> </ul>
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> <li>Rita Carter</li> <li>AP Matt Miller</li> <li>Principal Carrie Armstrong</li> <li>PLC Lead Teachers</li> <li>AP Boulieris</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing during weekly Weds. morning PD meetings and Weekly PLC Teacher Led planning sessions.</li> </ul>
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> <li>SBLT</li> </ul>	<ul style="list-style-type: none"> <li>Bi weekly</li> </ul>
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <li>Celebrate areas of growth</li> <li>Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>

### 8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Equitable Grading Practices	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices Training	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PBIS/Behavior Management training	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Formative Assessment	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated Instruction	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Standards Based Planning	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Writing in Response to Text	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AVID	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**B. Conditions for Learning: Attendance**

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

1. Our current attendance rate is 85.6%. We expect our performance level to be 95% or greater by streamlining our CST processes and incorporating a better incentive system for attendance.
2. The problem/gap in attendance is occurring because there is a breakdown in home to school connection and providing resources to the most needy families.
3. If a streamlined CST process and consistent incentive system was implemented, the problem would be reduced by 10% or more.
4. We will analyze and review our data for effective implementation of our strategies by meeting bi weekly as a CST.

**5. SMART GOAL:**

The percent of all students attending school will increase from 85.6% to no less than 95%, as measured by attendance dashboard 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.	Administration	Monthly staff meetings
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Laney Center	Pre-Planning
Develop and implement attendance incentive programs and competitions.	CST Team	Pre-Planning/August
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST Team	Ongoing monthly basis
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST Team	Bi weekly CST meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Laney Center, Annette Gallagher, Marissa Kessler	Weekly basis, ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administration, DMT	Daily

**8. MONITORING:**

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priorit(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
CST/Social Worker/Family Engagement Training	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PBIS/Attendance Incentives Training		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



### Academic Goals

#### *Instructions*

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

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

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

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

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

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when 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 49% proficient, as evidenced in FSA ELA assessment scores.
2. We expect our performance level to be 55% or higher by the end of the 2018-2019 school year.
3. The problem/gap is occurring because teachers need more focused planning time in PLC's to unpack standards, create quality standards based lessons, review data and create/use formative assessments to differentiate instruction for all learners. .
4. If focused PLC meetings led by an empowered teacher leader would occur, the problem would be reduced by at least 6% or more students becoming proficient in ELA assessments.

**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 49% to at least 55%, as measured by 2019 FSA ELA assessments .

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

- 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.
- 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?
ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance. *Teachers meet in PLCs at least once per month to review student data including responses to tasks and plan text- dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text. *Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies. *Teachers conduct bi-annual data chats with students and support students with setting learning goals based on data and monitoring progress each semester.	PLC Leads ELA Department Chair Kim Miller Carrie Armstrong	Ongoing Monthly
ELA and Reading teachers implement instruction to support student success with LAFS. • English language arts (ELA) teachers follow a common pacing calendar for focusing on the same LAFS. • ELA teachers have a planning roadmap available to choose strategies and resources for use as they plan, to ensure high engagement, rigor, and progress monitoring. • ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data.	PLC Leads ELA Department Chair Kim Miller Carrie Armstrong	Ongoing Monthly



## Subgroup Goals

ELA teachers will implement biweekly formative assessments created and developed by the district and use these assessments to differentiate and scaffold instruction.	Kim Miller PLC Leads	Bi weekly
Continued implementation of equitable grading policies	All ELA teachers	Ongoing
Create a master schedule that gives common planning time to all ELA teachers to focus on specific high yield strategies such as the Read, Write, Talk Cycle and Formative Assessments. In addition, this time will be used to schedule walkthroughs amongst the ELA team in order to spotlight best practices.	Kim Miller	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
Core Connections Training	12 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Full day TDE for standards based planning and articulation meetings two times throughout the year.	12 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Weekly facilitated PLC's that focus on high yield strategies and ELA team walks.	12 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 63% proficient, as evidenced in 2017-2018 FSA Math Assessment Data.
2. We expect our performance level to be 70% by 2018-2019 FSA Math Assessment.
3. The problem/gap is occurring because math teachers are not effectively utilizing formative assessment to reteach and provide differentiation.
4. If better professional development and monitoring of formative assessment use would occur, the problem would be reduced by at least 7% of students increase in overall proficiency as measured by the FSA.

**5. SMART GOALS:**

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

The percent of all students scoring proficient will increase from 63% proficient to 70% proficient, as measured by FSA Mathematics.

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

- 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.
- 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?
• Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.	Math Teachers PLC Lead Carrie Armstrong	Ongoing
*Principal works with the Math Team and leading the Learning Cadre (LLC) to plan agendas for PLCs to ensure the process is consistent.	Carrie Armstrong PLC Lead	Monthly
• Teachers meet in Professional Learning Community (PLC) at least once a week to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards.	PLC Lead Carrie Armstrong	Weekly
Continue Implementing Equitable Grading Practices Plan	Carrie Armstrong All Math Teachers	Ongoing

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

- Priority 1
- Priority 2
- Priority 3



# Subgroup Goals

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Full day TDE for standards based planning and articulation meetings two times throughout the year.	12 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Weekly facilitated PLC's that focus on high yield strategies and ELA team walks.	12 teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

Science School Improvement Plan

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

- 1. Our current level of performance is 58, as evidenced in SSA.
2. We expect our performance level to be 63 by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students struggle to read, comprehend and apply and teacher turnover.
4. If more effective implementation of reading strategies such as Read Write Think and AVID strategies would occur, the problem would be reduced by 5%.

5. SMART GOALS:

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

The number of 8th grade students achieving science proficiency will increase from 58 to 63, as measured by SSA.

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

- Strengthen staff practice to utilize questions to help students elaborate on content.
Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

Table with 3 columns: WHAT (are you doing to implement these strategies?), WHO (is leading this step?), and WHEN (is it occurring?). Rows describe various implementation steps like using inquiry-based curriculum, developing PLCs, and practicing equitable grading.

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 with checkboxes.



**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
Weekly PLC Leader meetings which build capacity and model instructional strategies in AVID, standards based instruction and formative assessment.	PLC Leaders and administration	X <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly faculty meetings which will focus on various school improvement strategies: equitable grading, AVID, formative assessment, planning and PBS	School wide, administrators and teacher leaders will facilitate.	<input type="checkbox"/> X Priority 1 <input type="checkbox"/> Priority 2 X <input type="checkbox"/> Priority 3
Monthly Data workshops and how this data can translate into instructional changes in the classroom.	Science department	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

**D. Social Studies Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is a 65 percent passing rate on the Civics EOC , as evidenced in reported state data.
2. We expect our performance level to be a 71 percent passing rate by the completion of the Spring 2019 Civics EOC.
3. The problem/gap is occurring because students struggled with the reading/comprehension aspect of the Civics EOC and Civics teachers did not use the Civics Unit Common Assessments enough or consistently when available.
4. If students were all given texts to supplement reading/comprehension skills, and Civics teachers utilized the Civics Common Assessments, the problem would be reduced by allowing students to have more resources to learn and provide students with example assessments that would lead to more data for Civics teachers to pull from.

**5. SMART GOALS:**

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

The percent of 7th grade students passing the Civics EOC will increase from 65 percent to 71 percent, as measured by 2019 Spring EOC scores.

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

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Students will complete more of the Civics Unit Common Assessments and workbook practice tests with immediate feedback and reflection on the score results as an alternative to waiting until the end of the school year to review. These will be completed as needed per planning calendar.	Civics Teachers	Throughout the school year.
Use of district developed curriculum guides and outlines to ensure that critical content is being identified in coordination with new text and student workbooks.	Civics Teachers	Throughout the school year.



## Subgroup Goals

Focus on strategies for reading comprehension, identifying critical content and document analyzation	Civics/LA Teachers	Throughout the school year
Students will utilize the Florida Civics Text and Succeeding in Civics Workbook for more at home practice which will involve additional reading and response writing. The workbook provides sufficient reflecting, analyzing and interpretation of text which will strengthen students test taking skills.	Civics Teachers	Throughout the school year.

**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
More focused PLC time with Civics teachers and Administration	Civics Teachers/Admin	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Administration led training about writing in the SS classroom with input from the ELA department to allow for cohesion	Civics Teachers/Admin	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Monthly faculty meetings which will focus on various school improvement strategies: equitable grading, AVID, formative assessment, planning and PBS	School wide, administrators and teacher leaders will facilitate.	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is eligibility for national recognition in 4 modules of the Alliance for a Healthier Generation Program, as evidenced in the national report.
2. We expect our performance level to be national recognition in 6 modules by the end of the 2018/19 school year.
3. The problem/gap is occurring because not enough communication has been shared with the staff and community about the specifics of the Alliance for a Healthier Generation modules.
4. If specifics would be shared, the staff could focus on the modules and how they could help to gain national recognition in them.

**5. SMART GOALS:**

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

The number of all nationally recognized modules will increase from 4 to 6, as measured by the Alliance for a Healthier Generation Program.

**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.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Communicate the specifics of the modules in which we can receive national recognition by the Alliance for a Healthier Generation	Admin and Wellness Champion	Throughout the School Year
Work with all staff to increase checkpoints in modules	All Staff	Throughout the School Year

**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 meetings and email communication	Admin and Wellness Champion	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Attend Healthy Schools Training on August 21 or 28th	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Wellness Checks for Staff	Wellness Champion	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 82%, as evidenced in Acceleration State Reported Data.
2. We expect our performance level to be 87% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because we have needed to push more students into accelerated courses with a higher level of support.
4. If we continue to identify students who would occur, the problem would be reduced by a 5% increase in acceleration points.

**5. SMART GOALS:**

EXAMPLE: The percent of all students earning credit for acceleration coursework will increase from 77% to 89%, as measured by qualifying scores course credit scores and/or industry certifications earned.

The percent of all students who are earning credit for acceleration coursework will increase from 82% to 87%, as measured by Acceleration data reported by DOE.

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

- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).
- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- Enhance access to opportunities for students to engage in advanced/acceleration coursework.

**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?
Strategically scheduling more students – specifically minority students – into acceleration coursework and advanced courses	Kim Miller	PrePlanning Ongoing monitoring of student success.
Target all students pushed into acceleration and advanced courses for ELP supports.	Guidance Counselors Grade Level AP’s	Ongoing monitoring PrePlanning
Increase number of double block Algebra courses for targeted students.	Kim Miller	PrePlanning
Increase number of classes where students are able to gain industry certifications.	Carrie Armstrong	Master Schedule Building

**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
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**Subgroups**

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

**DATA SOURCES TO REVIEW:**

**REFLECTION:**

1. Our current level of performance is 71% of black students made learning gains or achieved proficiency, as evidenced in 2017-2018 FSA data.
2. We expect our performance level to be at least 76% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because teachers need more time to administer and analyze formative assessments to inform instruction and create differentiation.
4. If formative assessments were administered and used to drive instruction , the problem would be reduced by at least 5%.

**5. SMART GOALS:**

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

The percent of black students who make learning gains or achieve proficiency will increase from 71% to 76%, as measured by 2018-2019 FSA.

- 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
Student Achievement	<input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Black student GPA's will increase leading to more Black students being enrolled in advanced and accelerated courses.</li> <li>• Black students will increase formative assessment and cycle assessment scores due to extra levels of ELP supports.</li> </ul>
Advanced Coursework	<input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input checked="" type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>• Black students will increase formative assessment and cycle assessment scores due to extra levels of ELP supports.</li> <li>• Black students will perform better in accelerated classes with grades and on assessments.</li> </ul>
Student Discipline	<input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation.	<ul style="list-style-type: none"> <li>• Black students will be referred for discipline issues at lower rates.</li> <li>• Black students will report that fair restorative practices are used to regularly address discipline issues on campus.</li> </ul>
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	<ul style="list-style-type: none"> <li>• ESE black students will receive higher levels of support and demonstrate an increase in grades and scores on formative and cycle assessments.</li> </ul>





## Subgroup Goals

	<input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> <li>We will continue to hire additional black instructional staff and in the 2019-2020 school year, the black instructional staff will be proportionately equal to the number of black students.</li> </ul>

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?
12 hours of IIRP training by Oct. 15th	Principal Armstrong	August 6 <sup>th</sup> 3 one hour PLC's in August, September and October One 3 hour PLC on Oct. 15th
Continued implementation of the equitable grading guidelines that was developed and initially implemented in Jan. 2018	Principal Armstrong	Ongoing
Monthly data analyzation at SBLT meetings of black student performance.	SBLT	Monthly
Consistent and Frequent monitoring and feedback by administration on the conditions for learning in classrooms.	Administrative Team	Daily

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
12 hour IIRP Training	104 – All staff at SHMS	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Cultural Competence Training	15 – new instructional and support staff members.	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 8% proficient in ELA and 16% proficient in Math, as evidenced in 2017-2018 FSA Assessment data.
2. We expect our performance level to be at least 25% of ESE students proficient by the end of the 2018-2019 school year.
3. The problem/gap is occurring because there is an overall lack of support and understanding of how to support ESE students in the gen ed classroom and with co teachers pushing in.
4. If teachers were provided more professional development in how to engage and support ESE students and how to work with co-teachers would occur, the problem would be reduced by at least a 10% reduction in non proficient ESE students.

**5. SMART GOALS:**

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

The percent of ESE students scoring proficient on Math and ELA FSA will increase from 8% and 16% to at least 25% in ELA and Math, as measured by Math and ELA FSA Assessments.

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

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

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All ESE Students are hand scheduled into classes with additional VE Resource support teachers to ensure that the ESE needs are being met.	Carrie Armstrong	Daily
All ESE students are targeted for ELP programs through personal invitations and regular monitoring of attendance,	Danny Boulieris	Weekly
8 <sup>th</sup> Grade VE students are blocked into Reading/ELA back to back to provide additional support	Carrie Armstrong	Daily

2. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment



## Subgroup Goals

<b>VE Teachers will participate in weekly PLC meetings with grade level and subject area teachers.</b>	<b>3 VE teachers</b>	<input checked="" type="checkbox"/> XPriority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
<b>VE Specialist will lead Diff. Instruction professional development at monthly staff meetings.</b>	<b>68 instructional staff</b>	<input checked="" type="checkbox"/> XPriority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
<b>Restorative Practices and CRT</b>		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**C. ELL (As appropriate, based on school data)**

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

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

1. Our current level of performance is 6% proficient in ELA and 22% in Math, as evidenced in 2017-2018 FSA Assessment Data.
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 are not getting differentiated reading support and student groupings by WIDA level.
4. If differentiated reading support and proper student groupings would occur, the problem would be reduced by half.

**5. SMART GOALS:**

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

The percent of ELL students FSA proficiency levels will increase from 6% in ELA and 22% in Math to 25% in both ELA and Math, as measured by 2018-2019 FSA Assessment 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 English learners and are in addition to the strategies and actions articulated with the content specific goals.)

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Strategically group students into ELA classes with differentiated reading and ELA support.	Administration	Summer 2018
Teacher will serve as an advocate and support in all academic classes	Ms. Pasquali, Mrs. Moratalla and Mrs. Segura	Ongoing/quarterly checks
The ELL teacher will collaborate with multiple PLC groups to ensure students are receiving grade level, appropriate content.	Mrs. Pasquali	Weekly
Strategically group ELL students into ELA classes with most highly qualified, ESOL endorsed ELL teacher that will co-teach and plan	Kim Miller	PrePlanning

**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
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# Subgroup Goals

The ELL teacher and support staff will participate in site based AVID professional development engaging in effective reading and scaffolding protocols.	ELL liaison and support staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
The ELL teacher will participate in monthly ELL meetings	Mrs. Pasquali	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

## E. Gifted (As appropriate, based on school data)

### DATA SOURCES TO REVIEW:

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

- Our current level of performance is 69% of gifted students at Level 4 and 5, as evidenced in 2018-2019 FSA Scores.
- We expect our performance level to be 80% or more Gifted Students at Level 4 or 5 by the end of the 2018-2019 school year.
- The problem/gap is occurring because our gifted students are not receiving appropriate instruction to meet their specific learning needs.
- If our gifted classes provided students with more strategies and we provided all teachers with better gifted training and support would occur, the problem would be reduced by at least 11%.

### 5. SMART GOALS:

EXAMPLE: The percent of gifted students achieving level 4 or 5 will increase from 77% to 89%, as measured by FSA.

The percent of gifted students scoring a Level 4 or 5 on FSA assessments will increase from 69% to 80%, as measured by the 2018-2019 FSA Assessment.

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.
- 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.
- 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?
Train all staff in Gifted strategies and awareness	Principal Armstrong	September PLC Wednesday Meeting
Strategically schedule Gifted students in the gifted elective and into classrooms with highly qualified, gifted endorsed staff	Kim Miller	Ongoing
Provide more enrichment opportunities in ELP for gifted student support.	Danny Boulieris	Ongoing



## Subgroup Goals

Provide teachers with training for how to better extend learning and utilize higher order thinking questions and tasks to increase gifted student performance and ability	Carrie Armstrong	October PLC
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### 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
Gifted Strategies Training	All instructional staff.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Higher Order Thinking Tasks and Assessments Training	All instructional staff.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>Hold two data conference nights – one in fall and one in spring.</li> <li>Hold student data chats with individual students that can be communicated with parents</li> <li>Principal sends weekly communication home to all families.</li> <li>Hold at least one academically focused parent event a month.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>Hold one academically focused parent event a month.</li> <li>Increase the use of social media and website to post academic tools and tips for parents to access.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Faculty/Staff</li> <li>Web and Facebook Manager</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>Survey parents 4 times a year for their input and feedback.</li> <li>Hold two data conferences with parents – one in fall and one in spring to increase parent input and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Faculty/Staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>Strategically invite parents and families to upcoming campus events.</li> <li>Make 5 phone calls a week to engage families in dialogue about the school.</li> <li>Increase student, teacher and administrative visibility in the community by spotlighting accomplishments in the community and attending/performing at community events.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and administration.</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

### 5. MONITORING:

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

### 6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
Carrie	Armstrong	White	Principal
Stephanie	Crawford	Black	Support Employee
Youssef	Elsayed	Black	Business/Community
Michael	Pate	White	Business/Community
Shelley	Hurley	White	Parent
Rita	Hargrove	Black	Parent
Mindy	Cain	White	Parent
Alex	Velez	Hispanic	Teacher
Sharlie	Jurado	Hispanic	Teacher
Michelle	Antona Schulz	Hispanic	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

**Pending next SAC meeting and new SAC board approval in August.**





## 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.	<b>Academic Support</b>	\$ [Insert amount for category]
2.	<b>Behavioral Support</b>	\$ [Insert amount for category]
3.	<b>Materials and Supplies</b>	\$ [Insert amount for category]
	Materials to support academic classroom needs.	\$1,000
4.	<b>Employee Expenses (i.e., travel, registration fees, etc.)</b>	\$ [Insert amount for category]
5.	<b>Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>	\$ [Insert amount for category]
	TDE's for RP Training and Standards Based Planning	\$2000
	Stipends for PLC Leaders	\$3000
6.	<b>Other (please list below)</b>	\$ [Insert amount for category]
<b>TOTAL \$ \$6000</b>		