



School Improvement Plan SY 2018-19

SEMINOLE MIDDLE SCHOOL

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Table of Contents

Continuous Improvement	3
Conditions for Learning	8
Academic Goals	11
A. ELA/Reading Goal	12
B. Mathematics Goal	14
C. Science Goal	15
D. Social Studies Goal	16
E. Healthy Schools Goal	18
G. Career- and College -Readiness	20
H. STEM	21
I. Graduation Goal	22
Subgroups	23
A. Bridging the Gap with Equity for All: Black Students	23
B. ESE (As appropriate, based on school data)	25
C. ELL (As appropriate, based on school data)	26
E. Gifted (As appropriate, based on school data)	27
Family and Community Engagement	28
SAC Membership	29
BUDGET / SIP FUNDS	30



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

Principal:	Michael Moss	SAC Chair:	Jim Anderson
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School Vision	The vision of Seminole Middle School is to provide a safe and positive educational environment that supports 100% student success.
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School Mission	The mission of Seminole Middle School is to educate and prepare each student for college, career and life.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1145	20	131	127	49	815	3

School Grade	2018 B	2017 C	2016 C	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	50	52	59	54	61	53	65	65	83	70		
Learning Gains All	47	48	55	48								
Learning Gains L25%	36	33	47	36								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Moss	FT	Less than 1 year
Asst Principal	Kent	Nash	FT	4-10 years
Asst Principal	LaWanda	Johnson	FT	1-3 years
Asst Principal	Amy	McMahon	FT	1-3 years
MTSS Coach	Lori	Guth	FT	11-20 years
ESE Dept. Head	Lee	Hughes	FT	4-10 years
Math Dept. Head	Bria	Barkalow	FT	4-10 years
Science Dept. Head	Karen	Bulino	FT	4-10 years
Reading Dept. Head	Maria	Dixey	FT	11-20 years
Social Studies Dept. H	Lynda	Burdette	FT	11-20 years
Lang. Arts Dept. Head	Jourdan	Larison	FT	1-3 years
Lang. Arts Dept. Head	Vanessa	Stedrack	FT	1-3 years
Related Arts Dept. He	Michael	McCullough	FT	1-3 years
Total Instructional Staff:	73		Total Support Staff:	17



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 50% ELA, 59% Math, 61% Science, and 65% Social Studies to 58% ELA, 62% Math, 65% Science, and 75% Social Studies.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency will increase from 50% ELA, 59% Math, 61% Science, and 65% Social Studies to 55% ELA, 62% Math, 65% Science, and 75% Social Studies.

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students achieving proficiency will increase from 50% ELA, 59% Math, 61% Science, and 65% Social Studies to 55% ELA, 62% Math, 65% Science, and 75% Social Studies.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency. Monitor core school processes to ensure effective and efficient operations	-Weekly instructional reports. -Review all professional development needs -Support planning on PLC topics -Monitor school-wide data	Principal	Assistant Principals	2 times per month	-Lesson plans and classroom instructional are tightly aligned to the standards. -Student work displays practice with complex text, problem solving and high order thinking.
2.	Tier 3 Problem-solving Team	All Priorities	Support student achievement for all students.	-Utilize data for problem solving	-Asst. Principals -Department Chairs -MTSS Coach	All Teachers	One meeting per month and when needed	-Lesson plans -Meeting minutes -Walkthrough data
3.	Child Study Team	All Priorities	Support 100% student success	-Monitor data and student referrals for CST	-School Counselor	-Student Services Team	-Monthly	-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
4.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Support 100% student success	-Share curricular materials, instructional practices and other pertinent items supporting teaching and learning	-Department Heads	-All Teachers	-Monthly	-Meeting Minutes
5.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i> Same as SBLT	Choose an item.		•				•
6.	PBIS Team	All Priorities	Establish positive school-wide culture	-Create school-wide processes and expectations	Committee Chair	Team Members	Monthly	Review school data and meeting minutes
7.	AVID Site Team	All Priorities	Provide targeted students with strategies for success	-Provide students with instruction on strategies for success	-AVID Team	Participating Teachers	Monthly	-Meeting minutes -Student data -Walkthroughs
8.	Restorative Practices Team	Priority 3	Enhance culture and community across the school	-Implement restorative practices	-Restorative Practices Team	-All Teachers	Monthly	-School data -Walkthroughs



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 1500 behavior referrals. We expect our performance level to be decrease by 15%.
2. The problem/gap in behavior performance is occurring because lack of school-wide consistency with expectations.
3. If higher expectations with increased school-wide consistency would occur, the problem would be reduced by 15%, as evidenced by referral data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies on-going throughout school year .

5. SMART GOAL:

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

The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 2017-18 to 2018-19, by 15% measured by referrals.

6. STRATEGIES:

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

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Choose Climate and Culture Strategy Strengthen the implementation of research-based practices that communicate high expectations for each student.
- 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	• RP Team	• On-Going
Ensure at least one staff member attends and becomes a certified Trainer of RP	• Trainer	• On-Going
Develop school-wide roll-out and development plan of RP/SEL/PBIS	• RP Team	• On-Going
Conduct learning opportunities.	• RP Team & Admin	• On-Going
Monitor and support staff for implementation with fidelity.	• Admin & SBLT	• On-Going
Review student and teacher data for trends and next steps.	• Admin & SBLT	• On-Going
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	• RP Team	• On-Going



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
Conduct 6 Hour Restorative Practices Training during Pre-School and Monthly Follow-Up	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Conduct Training on the Guidelines for Success/PBIS Expectations	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 24% of students have missed more than 10% of the school year. We expect our performance level to be [Click or tap here to enter text.](#)20% of students missing 10% of school by for the 2018-19 school year.
2. We expect our performance level to be decreased by 4%.
3. The problem/gap in attendance is occurring because stronger articulation needs to be made to students and parents on the importance of being at school.
4. If (If a stronger articulation emphasizing the importance of being at school would occur, the problem would be reduced by 4%.
5. We will analyze and review our data for effective implementation of our strategies by reviewing data and the problem solving worksheet during CST.

6. SMART GOAL:

The percent of all students missing 10% or more of school will decrease from 24% to 20%, as measured by school profiles.

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

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

8. 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?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Principal	On-going
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	CST	On-going
<i>Develop and implement attendance incentive programs and competitions.</i>		
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	CST	On-going
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	SBLT	On-going
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST	On-going
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Principal	On-going

9. 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

10. 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
Training on the use of Attendance Codes	Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Connection of Restorative Practices to the Importance of Attending School and Building Relationships	All Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 50% proficiency, as evidenced in the Florida State Assessment.
2. We expect our performance level to be 58% proficiency by the 2018-19 school year.
3. The problem/gap is occurring because student-centered standards-based instruction with rigor.
4. If an increase of student-centered standards-based instruction with rigor would occur, the problem would be reduced by 8% points.

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 50% to 58%, as measured by the Florida State Assessment.

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?
Support students' use of scales and data folders to help students track their progress	ELA/Reading Teachers: Baligian;Buck;Trombley; Carver; Newcomb; Thompson Kraft;Larison;Stedrak	Weekly
Use an array of learning strategies such as collaborative group structures, chunking of content, text marking and graphic organizers (AVID structures) to meet the needs of diverse learners	ELA/Reading Teachers: Baligian;Buck;Trombley; Carver; Newcomb; Thompson Kraft;Larison;Stedrak Reading: J. Hughes; Gerver; Meier	Daily
Pair close reading to texts to writing assignments using a variety of researched-based strategies	ELA/Reading Teachers Baligian;Buck;Trombley; Carver; Newcomb; Thompson Kraft;Larison;Stedrak Reading: Dixey; J. Hughes; Gerver; C. Meier	Bi-weekly



Academic Goals

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
ELA and reading teachers attend ongoing core connections training to analyze student work from exemplar lessons and plan for instruction based on student data	Christopher Lewis Lisa Redman	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teachers meet in Professional Learning Community (PLC) at least once per month to share student data and diagnosis areas of difficulty in order to review student product and design lessons and address those needs.	Assistant Principal- McMahon ELA/Reading Department Chair ELA/Reading 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 **59%** mathematics achievement, as evidenced in the 2017-18 School Grade Report.
2. We expect our performance level to be **62%** by 2018-19 School Grade Report.
3. The problem/gap is occurring because learning targets and learning tasks are not aligned to the standards.
4. If standards-based learning targets/tasks would occur, the problem would be reduced by 3%.

5. SMART GOALS:

The percent of all students achieving math proficiency will increase from 59% to 62%, as measured by the 2018-19 FSA mathematics achievement data reported on the School Grade Report

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS).	Bria Barkalow, Mathematics Department Head	daily/ongoing
Teachers will participate in regular, monthly professional learning communities (PLCs) inclusive of “data chats” to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards bases on student data.	Bria Barkalow, Mathematics Department Head	monthly
Mathematics teachers participate in professional learning opportunities around instructional shifts, standards, assessments, and instructional methods.	Mathematics Team: B. Barkalow, C. Behring, D. Carver, D. Coon, C. Isom, M. Mauro, J. Outzs, C. Pauley-Perry, A. Selden	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
Teachers collaboratively plan learning targets and learning tasks to align to the Florida Standards for Mathematics (MFAS).	Mathematics Team: B. Barkalow, C. Behring, D. Carver, D. Coon, C. Isom, M. Mauro, . Outz, C. Pauley-Perry, A. Selden	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

[Click or tap here to enter text.](#)

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60%, as evidenced in SSA Assessment results.
2. We expect our performance level to be 65% by the end of the 2018-2019 school year as measured by the SSA.
3. To reduce the achievement gap, we will implement more reading strategies and include more nature of science and “Think Like A Scientist” activities.
4. With ongoing training and support, science teachers will implement more rigorous and standards aligned lessons to increase student achievement by 5% on the SSA.

5. SMART GOALS:

The percent of all students achieving science proficiency will increase from 61% to 65%, as measured by the SSA.

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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.

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?
Teacher implement literacy strategies in science to engage in reading, analyzing complex text, and engaging students with text depended questions and performance tasks aligned to standards. Seek to develop cross curricular opportunities, ex: language arts teachers to utilize science text in lessons.	Classroom Teachers	Ongoing
AVID/WICOR strategies implemented in all science classes.	Classroom Teachers	Ongoing
Teachers will provide extensive inquiry-based instruction including research, scientific thinking, and writing opportunities (claims and evidence.)	Classroom Teachers	Ongoing
Teachers will use standards, learning goals, and scales to develop rigorous aligned lesson plans and assessments.	Classroom Teachers	Ongoing
Utilize data driven instruction to differentiate and scaffold instruction to maximize student performance.	Classroom Teachers, AP, Principal	Ongoing
Collaboration within department, grade level, and cross-curricular teams, including professional development.	Classroom Teachers, AP, Principal	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
Monthly department meeting: collaboration, data analysis, instructional strategies, increasing rigor	Science Department (7) (Bulino, Cooper, Cutler, Czinke,Hoffman, Smith, Warren)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 65%, as evidenced in Civics EOC.
2. We expect our performance level to be 70% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because standards-based instruction with the appropriate amount of rigor needs to be implemented consistently.
4. If increased training and support in developing and implementing rigorous lessons would occur, student achievement would increase by 10%.

5. SMART GOALS:

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

The percent of all students achieving proficiency in Social Studies will increase from 65% to 70%, as measured by the Civics EOC. .

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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers implement literacy strategies in social studies to engage in reading, analyzing complex text, and engaging students with text dependent questions and performance tasks aligned to standards.	Department Head/Admin	On-going
Seek to develop cross curricular opportunities, ex: language arts teachers to utilize social studies text in lessons.	Department Head/Admin	On-going
AVID/WICOR strategies implemented in all social studies classes. Teachers will provide extensive inquiry-based instruction including research, creative thinking, and writing opportunities.	Department Head/Admin	On-going
Teachers will use standards, learning goals, and scales to develop rigorous aligned lesson plans and assessments.	Department Head/Admin	On-going
Utilize data driven instruction to differentiate and scaffold instruction to maximize student performance.	Department Head/Admin	On-going
Collaboration within department, grade level, and cross-curricular teams, including professional development.	Department Head/Admin	On-going



Academic Goals

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
Monthly department meeting: collaboration, data analysis, instructional strategies, increasing rigor.	Department teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze by April 2019.
3. The problem/gap is occurring because Candy incentives, fundraising options, and candy in the PBIS store.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

The number of all modules completed will achieve a 6 out of 6 increase

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

- Choose Strategy
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy Team made up of a minimum of 4 individuals including, but not limited to: PE Teacher, Health Teacher, Wellness Champion, and Cafeteria Manager	Principal	August 2018
Attend district-supported professional development	Healthy School Team	August 2018 – April 2019
Complete Healthy Schools Program Assessment	Healthy School Team	August 2018 – April 2019
Develop and Implement Healthy School Program Action Plan	Healthy School Team	August 2018 – April 2019
Complete the SMART Snacks in School Documentation	Cafeteria Manager	September 2018
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy School Team	Complete by April 1, 2019

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

- Priority 1
- Priority 2
- 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
Healthy Schools Program Training Component #19545	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" 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 76% of students earning credit for accelerated coursework, as evidenced in qualifying course scores and/or industry certification.
2. We expect our performance level to be 85% by 2018-19.
3. The problem/gap is occurring because need for additional course opportunities.
4. If additional opportunities would occur, the problem would be reduced by 10%.

5. SMART GOALS:

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

The percent of all students earning credit for acceleration coursework will increase from 76% to 85%, as measured by qualifying course credit scores and/or industry certifications earned.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- 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 number of computer courses offered	Mr. Nash/ AP	August 2018
Increase the number of students who take accelerated courses	Counselors	August 2018

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
Provide training on rigorous instructional practices	Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 20% of students participating in STEM-based extra activities, as evidenced in school based data.
2. We expect our performance level to be increased by 50%.
3. The problem/gap is occurring because lack of STEM-based learning opportunities.
4. If additional opportunities would occur, the opportunities for students could increase by 25%.

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM academy activities will increase from 77% to 89%, as measured by school based data.

The percent of all students participating in STEM-based extra-curricular activities and elective classes will increase from 20% to 40%, as measured by school data.

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

- Choose Strategy
- 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?
Implement for Grades 6-8 a STEM Elective	Principal	On-Going
Create a STEM Lab for the School	Principal	On-Going
Hire a fulltime STEM Teacher	Principal	On-Going
Add additional before school STEM Academies	Principal	On-Going

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
Provide training to all teachers on purposeful integration of STEM into subjects across the curriculum	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Click or tap here to enter text., as evidenced in Click or tap here to enter text.
2. We expect our performance level to be Click or tap here to enter text. by Click or tap here to enter text.
3. The problem/gap is occurring because Click or tap here to enter text.
4. If Click or tap here to enter text. would occur, the problem would be reduced by Click or tap here to enter text.

5. SMART GOALS:

EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The percent of all students promoted on track with their cohort will increase from 90% to 95%, as measured by course completion data.

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

- Intensify focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.
- Strengthen staff ability to engage students for on-track promotion throughout middle school.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Tutoring offered for students	AP/ Dr. Johnson	On-going
Course recovery recommended for students who fail courses	Counselors	2 nd semester
Remediation in the classrooms	Teachers	On-going

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
Monthly department collaboration meetings	Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 21% of students are achieving proficiency, as evidenced in the 2017-18 ELA FSA.
2. We expect our performance level to be 30% proficiency on the ELA FSA by 2018-19.
3. The problem/gap is occurring because lack of culturally relevant, student-centered learning environments with differentiated activities to address the diverse needs of all students.
4. If the appropriate environments and differentiated instruction would occur, the student achievement would increase by our projected 9% increase by the 2018-19 school year.

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 achieving proficiency of the ELA FSA will increase from 2017-18 to 2018-19, from 21% to 30%.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> 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"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase the level of student proficiency in core classes as measured by FSA. • Increase the percentage of students achieving passing rates in classes.
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 staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	<ul style="list-style-type: none"> • Increase the percentage of black students achieving proficiency levels on FSA and in EOCs.
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 checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<ul style="list-style-type: none"> • Increase the number of black students participating and achieving success in advanced coursework providing them with a trajectory for advanced coursework in high school



Subgroup Goals

Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <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.	<ul style="list-style-type: none"> Decrease the number of discipline referrals and OSS for black student which translates into higher student achievement
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Decrease the percentage of black students being serviced in ESE classes
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increases the number of black instructional staff

6. **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

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?
Training During Pre-School and On-Going During the Year	Admin/Teachers	On-Going
Feedback and Conferencing Provided by School Administrators to Support Continuous Improvement to help Achieve the Goals	Admin	On-Going
Growing the Partnership with the Ridgecrest 360 Community Coalition to Improve the Tutoring Opportunities at Gradi and the YMCA and to Develop Closer School-to-Home Relationships Across the Greater Ridgecrest Community	Principal	

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices and Circles Training	All Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Differentiated, Standards-based, student-centered instruction with rigor addressing the diverse needs of all student	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 18% on ELA FSA and 20% on Math FSA, as evidenced in 2017-18.
2. We expect our performance level to be 35% proficiency in ELA and Math by 2018-19.
3. The problem/gap is occurring because lack of differentiated standards-based planning and instruction.
4. If improved differentiated standards-based planning and instruction would occur, the problem would be reduced by 15% points.

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 in ELA and Mathematics will increase from 18% (ELA) and 20% (Math) to 35%, as measured by 2018-19 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 ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
Department Chair/ESE Specialist will Facilitate Month PD Session	Department Chair/ESE Specialist	Monthly
Monthly Data-Based PLCs will be conducted reviewing student progress	AP/Department Chair	Monthly
Collaborative Teacher Planning to Integrate Strategies	Department Chair/ESE Specialist	Weekly

2. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
ESE Specialist will Conduct Monthly Meetings providing PD on strategies for implementation	Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 5% of students achieving proficiency, as evidenced in the 2017-18 ELA FSA.
2. We expect our performance level to be 20% proficiency by 2018-19.
3. The problem/gap is occurring because differentiating instruction to meet the diverse student needs.
4. If the diverse student learning needs would be met through differentiated and rigorous student-centered instruction, student achievement would increase to 20% proficiency on FSA.

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 achieving ELA proficiency will increase from 5% meeting proficiency on the ELA FSA to 20% proficiency, as measured by 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 English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade level work and the integration of language development within content specific instruction	Content teachers	Monthly
Monitor the lesson planning and classroom implementation of effective lessons that engage ELLs in rigorous, standards-based work rich in language development.	Assistant Principal	Bi-monthly

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
WIDA and Can Do Descriptors/ Ellevation	Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ensure awareness of teachers who are still working on obtaining ESOL endorsement/certification and provide supports so in process teachers have strategies to support students as they complete their coursework	Teachers	<input checked="" 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):

1. Our current level of performance is 70% Level 4 and 5, as evidenced in ELA FSA.
2. We expect our performance level to be 80% Level 4 and 5 by the 2018-19 ELA FSA .
3. The problem/gap is occurring because an increase in inquiry-based academic rigor needs to occur.
4. If additional inquiry-based academic rigor would occur, the percentage of gifted students achieving a Level 4 and 5 on FSA would increase by 10%.

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 achieving Level 4 or 5 on ELA FSA will increase from 70% to 80%, as measured by the 2018-19 ELA 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 to gifted learners and are in addition to the strategies and actions articulated with the content specific goals.)

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Implement tenants of the Florida Gifted Framework with fidelity to promote high order thinking skills

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?
Engaged in purposeful conversations during Department Meetings and in Professional Learning Communities to implement tenants of the Florida Gifted Frameworks to promote inquiry-based rigorous instruction.	Department Heads, Gifted Teacher	On-going

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
Collaborative Planning with purposeful discussion on the Florida Gifted Frameworks and differentiation to promote rigorous learning experiences	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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"> Weekly community calls reminding parents to check Focus weekly and other pertinent information Back-to-school nights and other activities for parents throughout the year 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Weekly
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Workshops conducted, work with Ridgecrest 360 and Seminole EcoSystem 	<ul style="list-style-type: none"> Administrators, Teachers 	<ul style="list-style-type: none"> TBA
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Maintain an open policy for parent conferences 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> On-going
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Maintain healthy communication, welcoming environment, encourage family involvement and attendance at events, conduct parent workshops, emphasize the theme that our parents are our partners in education. 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> On-going

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
Building a Positive School-to-Home Connection	All	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Home Visit Project	Selected individuals wishing to pilot the program	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Michael	Moss	White	Principal
Jim	Anderson	White	Parent
Christy	Rissin	White	Parent
Vicki	Berk	White	Parent
Athena	Hursch	White	Parent
Jarnae	Pope	Black	Parent
Marina	Machini	White	Parent
Debbie	Parris	White	Parent
Marci	Edminston	White	Parent
Tiffany	Jones	Black	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

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

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

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

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	Provide TDEs and materials for professional development and collaborative planning.	1500
2.	Behavioral Support	\$ [Insert amount for category]
	Provide TDEs and materials for professional development and collaborative planning.	500
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

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