



School Improvement Plan SY 2018-19

ST. PETERSBURG HIGH SCHOOL

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Table of Contents

Continuous Improvement	3
Conditions for Learning	9
Academic Goals	13
A. ELA/Reading Goal	14
B. Mathematics Goal	16
C. Science Goal	18
D. Social Studies Goal	20
E. Healthy Schools Goal	22
F. Academic Intervention Goal	23
G. Career- and College -Readiness	24
H. Graduation Goal	25
Subgroups	26
A. Bridging the Gap with Equity for All: Black Students	26
B. ESE (Optional, based on school data)	28
C. ELL (Optional, based on school data)	30
Family and Community Engagement	31
SAC Membership	32
BUDGET / SIP FUNDS	33



Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Darlene Lebo	SAC Chair:	Frances Pitzer
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School Vision	100% of SPHS students will graduate!
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School Mission	The mission of St. Petersburg High School is to graduate all of our students with the skills to be successful in a global society by offering a rigorous, safe and supportive learning environment.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1897	230	333	220	75	1035	4

School Grade	2018: B	2017: B	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 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	62	56	46	52	70	68	77	70	54	54	92	89
Learning Gains All	57	48	53	48								
Learning Gains L25%	43	38	60	42								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Darlene	Lebo	FT	4-10 years
Assistant Principal/Equity Champion	Jennifer	Vragovic	FT	1-3 years
ESE	Andrea	Anderson	FT	11-20 years
Climate and Culture	Shannon	Gryder	FT	11-20 years
ELL	Maria	Chlapowski	FT	4-10 years
Assistant Principal/MTSS	Lincoln	Yates	FT	1-3 years
Assistant Principal	Ryan	Halstead	FT	11-20 years
Assistant Principal	Kieonna	Lane	FT	Less than 1 year
Guidance Counselor	Kayleigh	Bordenkircher	FT	1-3 years
Guidance Counselor	Denita	Lowery	FT	4-10 years
Guidance Counselor	Julianne	Harris	FT	1-3 years
Guidance Counselor	La'Tina	Johnson	FT	4-10 years



Total Instructional Staff:	93	Total Support Staff:	39	
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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: Student-Centered with Rigor

Priority 1 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 62% to 65% as measured by ISM visit data.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency will increase from 62% (ELA) and 46% (Math) to 65% (ELA) and 50% (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 achieving proficiency will increase from 23% to 30%.



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>
	<i>EXAMPLE: SBLT</i>	All Priorities	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> • Training on Lesson Planning Resources, • Preconference, • Weekly instructional reports, • Prep PLC agendas 	<i>Principal</i>	<i>Assistant Principal(s)</i>	<i>Weekly on Tuesdays</i>	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
1.	SBLT (using MTSS Framework)	All Priorities	Monitor the implementation of classroom standards to increase student FSA/EOC proficiency.	<ul style="list-style-type: none"> • Teacher Lesson plans monitored • PLC meeting agendas 	Principal	Assistant Principals, Department Heads, Teacher Leaders	Bimonthly on Mondays	<ul style="list-style-type: none"> • Lesson plans are aligned to the standards, learning targets and performance scales are included and promote culturally relevant learning.
2.	Tier 3 Problem-solving Team	Priority 3	Monitor the implementation	<ul style="list-style-type: none"> • SBLT agendas 	MTSS team leader	Assistant Principals,	Bimonthly	<ul style="list-style-type: none"> • MTSS agenda



	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
			of supports to best help all students be successful		(Lincoln Yates)	Department Heads, Teacher Leaders		
3.	Equity Team	Priority 3	Monitor the use of restorative practices by all staff	<ul style="list-style-type: none"> Monitoring of equity data Implementation of equity strategies 	Assistant Principal	Assistant Principals, Department Heads, Teacher Leaders, Equity Champions	Monthly	<ul style="list-style-type: none"> Equity Team Meeting agendas
4.	Child Study Team	All Priorities	To help improve the overall attendance of students	<ul style="list-style-type: none"> Monitoring attendance data Providing supports to students who need help with improving their attendance 	Jennifer Vragovic	Assistant Principals, Guidance Counselors, VE Specialist, Behavior Specialist, Social Worker and Psychologist	Bimonthly on Thursdays	<ul style="list-style-type: none"> CST Meeting minutes
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	To increase collaboration between all instructional leaders on campus	<ul style="list-style-type: none"> Reviewing school data Evaluating needs for support in real time 	Principal/ Assistant Principal	Principal, Assistant Principals, Department Chairs	Monthly	<ul style="list-style-type: none"> Meeting minutes Increased consistency in walkthrough data
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Priority 1 and Priority 2	To increase rigorous instruction for all students, leading to increased student growth.	<ul style="list-style-type: none"> Provide WICOR strategy trainings throughout the year focusing on 	Assistant Principal	Administrator s, Guidance Counselors, Teachers	Monthly	<ul style="list-style-type: none"> LLT Meeting minutes and agendas



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
				our students' biggest gaps. <ul style="list-style-type: none"> Leading teacher collaboration around literacy. 				
7.	PBIS Team	All Priorities	To increase a positive culture on campus	<ul style="list-style-type: none"> Relational capacity PD Restorative Practice implementation 	Restorative Practice leaders	Administrators, Guidance Counselors, Teachers, Student Leaders	Monthly	<ul style="list-style-type: none"> Increased student success Decrease in discipline referrals
8.	Family Engagement Team	All Priorities	To provide a better connection for all students and their families to the school	<ul style="list-style-type: none"> Regular school to home communication through a variety of resources 	Principal	Administrators, Guidance Counselors, Teachers, Students and Parents	Weekly	<ul style="list-style-type: none"> Website messages Parent connect messages Focus/Portal messages School newsletter

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 48%. We expect our performance level to be 40% by the end of the 2018-2019 school year.
2. The problem/gap in behavior performance is occurring because t.
3. If restorative practices would occur, the problem would be reduced by 8% or more, as evidenced by a decline in the number of black students receiving referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by closely monitoring our discipline data for black students.

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 black students receiving referrals will decrease from 48% to 40%, as measured by the end of 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.
- Choose Climate and Culture Strategy

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • RIT 	<ul style="list-style-type: none"> • Summer 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • Shannon Gryder 	<ul style="list-style-type: none"> • Sumer 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • RIT 	<ul style="list-style-type: none"> • Summer 2018
Conduct learning opportunities.	<ul style="list-style-type: none"> • RIT 	<ul style="list-style-type: none"> • Pre-school/Q1 and ongoing
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> • Administrative Team 	<ul style="list-style-type: none"> • Ongoing
Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • Ongoing/SBLT meetings
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> • Celebrate areas of growth 	<ul style="list-style-type: none"> • SBLT 	<ul style="list-style-type: none"> • Monthly/SBLT meetings

<ul style="list-style-type: none"> Update strategies for areas of improvement 		
<i>Provide PD and support for the implementation of high engagement instructional strategies focusing on one piece of WICOR a quarter.</i> <ul style="list-style-type: none"> Monthly strategy PD to connect with WICOR focus Weekly highlights of strategies being used well in classrooms 	<ul style="list-style-type: none"> AVID Site Team 	<ul style="list-style-type: none"> Monthly PD Weekly highlights

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Training	All faculty (93)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	All faculty (93)	<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 93.3%. We expect our performance level to be increased by 2%.
2. The problem/gap in attendance is occurring because students are disengaged.
3. If culturally relevant teaching would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by tracking classroom walkthrough data to monitor for strategy implementation.

5. SMART GOAL:

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

The percent of all students missing more than 10 % school will decrease from 36% to 30%, 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.
- Choose Attendance Strategy
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	CST/SBLT	Ongoing
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	CST	Bimonthly
<i>Develop and implement targeted attendance incentive programs and competitions.</i>	CST/SBLT	Ongoing
<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/SBLT	Ongoing
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	CST/SBLT	Biweekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST	Ongoing
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Administration/DMT	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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Child Study Team Meetings	Assistant Principals, Guidance Counselors, VE Specialist, Behavior	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



	Specialist, Social Worker, School Psychologist	
High engagement strategies trainings training and support	AVID Site Team	<input checked="" 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 62%, as evidenced in the FSA ELA.
2. We expect our performance level to be 65% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because the level of student centered rigor is not aligned to the standards level at which students are tested.
4. If an increase in high engagement rigorous strategies would occur, the problem would be reduced by 6% and student learning gains would increase by 3%.

5. SMART GOALS:

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

The percent of all students demonstrating proficiency in reading will increase from 62% to 65% percent, as measured by the FSA ELA.

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 ability to engage students in complex tasks.
- 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.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure that lesson plans and classroom assessments align with the Standards, cognitive complexity of models, examples, questions and tasks.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
The following pieces of data will be monitored to measure success: cycle assessment data, baseline data, standards mastery data, Write Score Data and reading program data.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
FSA ELA and Write Score data will be used strategically to address individual student needs and will infuse culturally relevant strategies.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
Utilize collaboration across the content through Reading department to implement literacy strategies school-wide to enhance reading performance.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/Faculty meetings

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.)*



Academic Goals

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings	ELA teachers (14) and Reading teachers (6)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ELA site based training	ELA teachers (14)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Reading site based training	Reading teachers (6)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
High engagement strategies training and support	AVID Site Team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching training provided on site	Office of Advanced Studies	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 46%, as evidenced in FSA EOCs (Algebra 1 and Geometry).
2. We expect our performance level to be 50% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of a need for more student centered instruction with rigor.
4. If student centered rigorous instruction would occur, the problem would be reduced by 10% and student learning gains would increase by 4%.

5. SMART GOALS:

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

The percent of all students achieving proficiency will increase from 46% to 50%, as measured by the FSA Algebra 1 EOC and Geometry EOC.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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?
Parallel assessments will be offered to students for retest opportunities.	Teachers	Ongoing throughout the school year
Lesson plans and classroom assessments will align with the standards, cognitive complexity of models, examples, questions and tasks.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
Cycle assessment data, baseline data, standards mastery data, etc. will be monitored to address individual student needs and will infuse culturally relevant strategies.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
Teachers will engage in data chat support and assistance with the coach to identify content resources and strategies to support Algebra 1 and Geometry EOC assessed standards.	Teachers/Math Coach	PLC meetings/ Department meetings

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings	Math teachers (13)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Math site based training to support Algebra 1 data monitoring	Math teachers (13)	<input checked="" type="checkbox"/> Priority 1



Academic Goals

		<input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Math site based training to support Geometry data monitoring	Math teachers (13)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
High engagement strategies training and support	AVID Site Team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching training provided on site	Office of Advanced Studies	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70%, as evidenced in the Biology EOC.
2. We expect our performance level to be 73% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because students are not experiencing rigorous science curriculum until they reach the EOC course.
4. If standards aligned instruction would occur, the problem would be reduced by 5% and student learning gains would increase by 3%.

5. SMART GOALS:

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

The percent of all students FSA Biology EOC will increase from 70% to 73%, as measured by the 2018-2019 FSA Biology EOC.

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

- Strengthen staff ability to engage students in complex tasks.
- 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?
Lesson plans and classroom assessments will align with the standards, cognitive complexity of models, examples, questions and tasks.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
Cycle assessment data, baseline data, standards mastery data, etc. will be monitored to address individual student needs and will infuse culturally relevant strategies.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
Teachers will engage in data chat support and assistance with the coach to identify content resources and strategies to support Biology EOC assessed standards.	Teachers/Science Coach	PLC meetings/ Department meetings

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
Teacher collaboration and mentoring of peers	All Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Using Data to Intentionally Plan and Differentiate Lessons with Complex Tasks	All Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Assessing Students to Monitor for Learning	All Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Provide PD and support for the implementation of high engagement instructional strategies focusing on one piece of WICOR a quarter. <ul style="list-style-type: none">• Monthly strategy PD to connect with WICOR focus• Weekly highlights of strategies being used well in classrooms	AVID Site Team	<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 77% proficiency, as evidenced in the US History EOC.
2. We expect our performance level to be 80% proficiency by the end of the 2018-2019 school.
3. The problem/gap is occurring because of a gap in alignment between the College Board Advanced Placement US History and traditional standards.
4. If standards alignment would occur, the problem would be reduced by 3% and student learning gains would increase by 3%.

5. SMART GOALS:

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

The percent of all students achieving proficiency on the FSA US History EOC will increase from 77% to 82% as measured by 2018-2019 FSA US History EOC.

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

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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?
Lesson plans and classroom assessments will align with the standards, cognitive complexity of models, examples, questions and tasks.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
Cycle assessment data, baseline data, standards mastery data, etc. will be monitored to address individual student needs and will infuse culturally relevant strategies.	Teachers/Assistant Principals/Principal	Department meetings/PLC meetings/SBLT meetings
Teachers will engage in data chat support and assistance with the coach to identify content resources and strategies to support US History EOC assessed standards.	Teachers/Assistant Principals/ Principal/Social Studies Content Specialist	PLC meetings/ Department meetings

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
Teacher collaboration and mentoring of peers	All Social Studies Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

School Improvement Plan 2018-19

Using Data to Intentionally Plan and Differentiate Lessons with Complex Tasks	All Social Studies Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AP US History teacher will attend Advanced Placement Summer Institute training	AP US History teacher	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Provide PD and support for the implementation of high engagement instructional strategies focusing on one piece of WICOR a quarter. <ul style="list-style-type: none">• Monthly strategy PD to connect with WICOR focus• Weekly highlights of strategies being used well in classrooms	AVID Site Team	<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 6 of 6 modules working towards bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 2 of 6 modules at eligible for bronze by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of a lack of physical activity beyond the recommended # of minutes.
4. If more engagement in health centered professional development would occur, the problem would be reduced by 2 additional modules towards recognition.

5. SMART GOALS:

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

The number of Healthier Generation Assessment modules completed for national recognition will increase from 0 at eligible for bronze to 2 at eligible for bronze,

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

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 School Team made up of a minimum of four individuals including, but not limited to PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Parent and Student	Assistant 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-September 2018
Develop and Implement Healthy School Program Action Plan	Healthy School Team	October 2018-April 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 Other

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 checked="" type="checkbox"/> Other Priority
Healthy School Team A: Assessment Component #19534	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 49% of students failed at least 1 course, as evidenced in the end of year student grading reports.
2. We expect our performance level to be below 44% students with at least 1 failure by the end of the 2018-2019 school year.
3. The problem/gap is occurring because classroom instruction is not always tied to standards at the correct level of rigor.
4. If more rigorous standards based instruction would occur, the problem would be reduced by 5% and student learning gains would increase by 5%.

5. SMART GOALS:

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

The percent of all students passing core courses will increase from 51% to 56%, as measured by end of the year course grades.

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

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide students and families with failure letters	Administration	Quarterly
Meet with students to hold data chats	Teachers, guidance, Administration	Ongoing
Provide students and families opportunities for tutoring and Credit Recovery	Teachers, guidance, Administration	Ongoing
Ensure students are properly placed in core courses based on previous academic performance	Teachers, guidance, Administration	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
WICOR Strategy of the Quarter	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice training	All instructional staff	<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 54%, as evidenced in our school grade.
2. We expect our performance level to be 75% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because not enough students are sitting for Industry Certification tests .
4. If increased enrollment in industry certification classes would occur, the problem would be reduced by 21%.

5. SMART GOALS:

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

The percent of 12th grade students successfully completing an acceleration/advanced course will increase from 54% to 75%, as measured by accelerated score on our school grade.

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

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Strengthen implementation of career academies to support student engagement, learning and project-based instruction.
- Intensify staff capacity to support students in successfully completing and attaining industry certification.

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?
Continue to increase enrollment in industry certification courses to provide opportunities for students to have access to these tests	Assistant principals/ Principal/Teachers and Guidance Counselors	Ongoing
Continue to increase enrollment in dual enrollment courses	Assistant principals/ Principal/Teachers and Guidance Counselors	Ongoing
Lesson plans and classroom assessments will align with the standards, cognitive complexity of models, examples, questions and tasks.	Assistant principals/ Principal/Teachers	SBLT meeting, PLC meetings
Continue to increase enrollment in AVID and work to support students in this program	Assistant principals/ Principal/Teachers and Guidance Counselors	Ongoing
Monitor the grades of students in Dual Enrollment courses to provide interventions as soon as possible.	Assistant principals/Teachers	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants	Priority Alignment
Teacher collaboration and mentoring of peers	Business Department and Con Tech (4)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2
Academic PLC for Advanced Placement Teachers	All AP Teachers	<input checked="" type="checkbox"/> Priority 1, 2



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 92%, as evidenced in 2018 school grade.
2. We expect our performance level to be 95% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because not enough students are completing course work and state testing requirements in time for May graduation.
4. If more individualized planning with students would occur, the problem would be reduced by 1%.

5. SMART GOALS:

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

The percent of 12th grade students achieving on time graduation will increase from 94% to 95%, as measured by the FLDOE 2018-2019 final graduation rate.

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

- Intensify graduation committee focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
- 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?
Provide academic mentors for all at risk African American seniors	STAR team	Ongoing
Work with all seniors to review their credits towards graduation, ensure they have a plan for completing all requirements along with a timeline	Administrators/ Guidance Counselors/ Mentors	Ongoing
Meet with seniors and parents of seniors to ensure they all have a clear understanding of what needs to be done for on time graduation	Administrators/ Guidance Counselors/ Mentors	Each semester

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
Restorative Practice training	All instructional staff	<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



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 88%, as evidenced in our 2018 school grade data.
2. We expect our performance level to be 90% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because not enough students are completing course work in time for May graduation.
4. If more support for African American students and their families would occur, the problem would be reduced by 2%.

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 12th grade students graduating from high school with their cohort will increase from 88% to 90%, as measured by FLDOE 2018-2019 final graduation file.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase the number of black students achieving on time graduation
Student Achievement	<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 <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Decrease the number of black students being retained and increase the number who achieve on time graduation
Advanced Coursework	<input checked="" type="checkbox"/> Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase the number of black students who enroll in and are successful rigorous courses to include AP and Dual Enrollment
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Decrease the overall number of student disciplinary referrals
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase the success rates for black ESE students
Minority Hiring	<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 <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Retain and increase the overall percent of black teachers on campus



Subgroup Goals

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize AP potential and the Acceleration Targeting report as a means of working with students for course registration	Administrators, Guidance Counselors, Teachers	Spring 2019
Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for black students	Administrators, Guidance Counselors, Teachers	Ongoing
Principal, school leadership team and faculty work with black students and their families to help ensure that they can take advantage of extended learning opportunities	Administrators, Guidance Counselors, Teachers	Ongoing

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Onsite Culturally Relevant Teaching training	50 Instructional	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices training	All instructional	<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 (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 11%, as evidenced in 9th and 10th grade FSA.
2. We expect our performance level to be 13% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because ESE attendance is lower, causing students to miss instruction.
4. If strong relationship building would occur, the problem would be reduced by 20%.

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 achieving ELA proficiency will increase from 11% to 13%, as measured by the end of the 2018-2019 school year.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 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).
- 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?
Utilize a process that places students requiring ESE services into the master schedule first in order to best optimize their service delivery	VE Specialist, Principal, APC	Summer 2018
Promote student independence by teaching, modeling and practicing social and life skills	ESE teachers	Ongoing
Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions	All teachers	Ongoing

2. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Onsite Culturally Relevant Teaching training	50 Instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

<p>Provide PD and support for the implementation of high engagement instructional strategies focusing on one piece of WICOR a quarter.</p> <ul style="list-style-type: none">• Monthly strategy PD to connect with WICOR focus• Weekly highlights of strategies being used well in classrooms	All instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices training	All Instructional	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. ELL (Optional, based on school data)

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 39.3% level 4 or above, as evidenced in WIDA Access 2.0.
2. We expect our performance level to be 45% level 4 or above by the end of the 2018-2019 school year.
3. The problem/gap is occurring because not enough ELL students are performing at level 4 or above.
4. If higher student scores would occur, the problem would be reduced by 6%.

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 scoring at a level 4 or above will increase from 39.3% level 4 or above to 45% level 4 or above, as measured by the WIDA Access 2.0 test.

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.

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?
Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions	All teachers	Ongoing
Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff.	All teachers	Ongoing
Monitor the lesson plans and classroom implementation of effective lessons that work to engage ELLs in rigorous, standards-based instruction which is rich in language development and provide feedback as necessary	Administrators	Ongoing

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
ELL teacher will attend AVID Academic Language and Literacy training	1 Instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 3
ELL Teacher will attend Culturally Relevant Teaching training	1 instructional	<input checked="" type="checkbox"/> Priority 3
Restorative Practices training	All instructional	<input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Frequent home/school communication through a variety of formats Progress reports 	<ul style="list-style-type: none"> Administration, teachers, guidance counselors, parents and students 	<ul style="list-style-type: none"> Weekly, at mid-term
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Provide parents with relevant information and reinforce skills during parent night held each semester Provide frequent home/school communication through a variety of formats to support student's education progress 	<ul style="list-style-type: none"> Administration, teachers, guidance counselors, parents and students 	<ul style="list-style-type: none"> Each semester Weekly
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Provide parents with parent information nights to better inform them on enrollment in FAFSA, financial aid, NCAA requirements, student scheduling, graduation requirements and credit recovery options 	<ul style="list-style-type: none"> Administration, teachers, guidance counselors, parents and students 	<ul style="list-style-type: none"> Each semester Weekly
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Information on school events and student supports are provided weekly through School website, Weekly school messenger/email, school newsletter, work to build increased participation in parent supported organizations (PTA and SAC) through active recruitment and marketing 	<ul style="list-style-type: none"> Administration, teachers, guidance counselors, parents and students 	<ul style="list-style-type: none"> Ongoing

5. MONITORING:

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

6. PROFESSIONAL LEARNING:

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



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Darlene	Lebo	White	Principal
Latas	Edwards	Black	Teacher
Carmen	Pagan	Hispanic	Teacher
Paula	Melton	White	Support Employee
Frances	Pitzer	White	Parent
Annette	Persaud-Jairam	Asian	Parent
Vernita	Jones	Black	Parent
Kathy	Schenato	White	Business/Community
Tom	Lawery	White	Business/Community
Orlando	Acosta	Hispanic	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

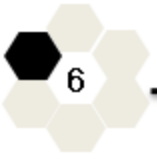
SAC COMPLIANCE

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	\$ 3,500.00
	Act/SAT registrations	\$500.00
	Field trips	\$3000.00
2.	Behavioral Support	\$ 1,000.00
	Positive behavior incentive rewards	\$1000.00
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ 550.00
	Supplemental lab animals for dissection	\$550.00
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	Conference Registrations	\$2,000.00
	Travel expense (mileage, airfare)	\$2,500.00
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>)	\$ 3,000.00
	Fieldtrips and other educational experiences	\$3,000.00
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [Insert total estimated SIP Budget]		