# School Improvement Plan
# SY 2018-19

# TARPON SPRINGS MIDDLE SCHOOL

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## Continuous Improvement

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

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

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

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

## A. Vision and Direction

### School Profile

| | | | |
|---|---|---|---|
| **Principal:** | Raquel P. Giles | **SAC Chair:** | Tina Chagaris |

| | |
|---|---|
| **School Vision** | Learning Gains for Every Student, Every Day |

| | |
|---|---|
| **School Mission** | We will provide challenging learning experiences in a safe learning environment so all students are inspired to enhance our school community through character development and creativity. |

### School Data

| Total School Enrollment | Ethnic Breakdown: | | | | | |
|---|---|---|---|---|---|---|
| | **Asian** | **Black** | **Hispanic** | **Multi-Racial** | **White** | **Other** |
| 858 | 21 | 95 | 137 | 36 | 567 | 2 |

| School Grade | 2018 B | 2017 B | 2016 C | Title I | NO |
|---|---|---|---|---|---|

| 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** | 56 | 54 | 57 | 55 | 58 | 57 | 69 | 64 | 62 | 61 | | |
| **Learning Gains All** | 56 | 55 | 53 | 50 | | | | | | | | |
| **Learning Gains L25%** | 42 | 46 | 44 | 43 | | | | | | | | |

| SBLT | | | | |
|---|---|---|---|---|
| **Role** | **First Name** | **Last Name** | **FT/PT** | **Years at Current School** |
| Principal | Raquel | Giles | FT | 4-10 years |
| Equity Champion | Aimee | Greenbaum | FT | 4-10 years |
| ESE | Nancy | Joslin | FT | 1-3 years |
| ELL | Laura | Burge | FT | 1-3 years |
| Climate and Culture | Felicia | Moline | FT | 1-3 years |
| Restorative Practice | Brad | DeCorte | FT | 11-20 years |
| Math Dept. Chair | Carissa | Johnson | FT | 1-3 years |
| ELA Dept. Chair | Brad | DeCorte | FT | 11-20 years |
| SS Dept. Chair | TBD | | FT | |
| Science Dept. Chair | Jennifer | Rivera | FT | Less than 1 year |
| Reading Dept. Chair | Salome | Lawrence | FT | 4-10 years |
| AVID Site Coordinator | Amy | Fusco | FT | Less than 1 year |
| LCA Dept. Chair | Chris | Touchton | FT | 4-10 year |
| **Total Instructional Staff:** | **49** | | **Total Support Staff:** | **26** |

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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**: Standards-based planning

**Priority 1 Theory of Action:**  If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students meeting or exceeding proficiency in ELA and Math will increase from 56.5% to 66.5%.

**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 meeting or exceeding proficiency in EL and Math  will increase from 56.5% to 66.5%.

**3. Priority 3**: Conditions for learning

**Priority 3 Theory of Action:**  If we effectively implement high-leverage strategies which support conditions for learning , then the percent of all students meeting or exceeding proficiency in Math and ELA will increase from 56.5% to 66.5%.

**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 |
|---|---|---|---|---|---|---|---|---|
| | *ILT* | *All Priorities* | *Increase the percentage of students meeting or exceeding grade level proficiency* | *Professional learning on deconstructing standards* *Professional learning on protocols for a learning community* *Professional learning on lesson planning using higher order questioning techniques* *Lesson plan reviews with targeted feedback* *Observations* *Coaching cycle* *Mentoring* *Common planning* | *Members of the ILT team.* | *Administrators Teacher leaders Department leaders VE Specialist Equity champion Restorative practice TOT ELL Chair* | *Bi -weekly* | *Student work samples aligned to rigor and taxonomy level of the standard* *Lesson plans aligned to standards, with targets and performance scales* |
| 1. | Dept. Chair *Instruction (how curriculum is taught) ICEL* | Priority 1 | *Data indicates that 46.5% of our students are not meeting proficiency in ELA and Math.* | *Targeted lesson plan feedback;* | *Administration team and department chairs* | ILT team | *Bi- weekly* | *Lesson plans will reflect the rigor of the standards. Differentiated planning will reflect individual student needs.* |

| | 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 |
|---|---|---|---|---|---|---|---|---|
| 2. | Tier 3 Problem-solving Team | Priority 3 | To reduce the number of behavioral interruptions to learning from | • MTSS team meets to place preventative strategies in place | MTSS Facilitator | Members of the MTSS Team Administrators, Guidance VE Specialist Teachers Psychologist Social Worker | Bi-Weekly | • MTSS Minutes |
| 3. | Equity Team | Priority 3 | To provide equitable opportunities for all learners<br><br>Monitoring the profess of all learners | • Creating Equitable Schedules<br>• Using Performance matters to track and monitor AA and all students progression to layer additional support<br>• Provide 20 and out training to all staff by Equity Team | Moline- APC<br><br>Administrators and school counselors<br><br>Equity Champions | Teachers<br><br>All staff<br><br>All staff | | • Minority students placed in advanced and Cambridge Classes.<br>• RTI Meeting Minutes/ Increase in student proficiency levels<br>• Sign- in sheets |
| 4. | Child Study Team | Priority 3 | To increase the number of students that attend school and expose themselves to the opportunity for learning. | • Bi-Weekly CST Team Meeting | A CST Team member | Administration-guidance and teachers | Bi-weekly | • Meeting Minutes |
| 5. | Subject Area / Grade Level Leaders *(enter as many rows as needed)* | Priority 1 | To ensure task standard alignment | • PLCs | Department Chairs | Content area teachers | Mondays-during common planning | • Sign-In sheets<br>• Lesson plans |

| | 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 |
|---|---|---|---|---|---|---|---|---|
| 6. | Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).* | Priority 2 | To utilize WICOR to advance student learning. | • AVID Site Team providing focused note taking training during pre-school<br>• PLCs | AVID Site Team | All instructional staff | Pre-School | • Sign In sheets<br>• Walkthrough data |
| 7. | PBIS Team | Priority 3 | To create a supportive learning environment for students and staff | • Establishing Guidelines for Success<br>• Implementation of Restorative Practices | PBIS Team RP Team | All Staff | Pre-School and ongoing throughout the year | • Meeting Minutes<br>• Reduction in referrals<br>• Walkthrough data |
| 8. | Family Engagement Team | Priority 3 | To increase stakeholder engagement | • Quarterly Parent involvement events<br>• Weekly parent communications<br>• Volunteer opportunities<br>• Informative emails from teachers<br>• LCA student events<br>• Student Showcase Nights<br>• ELP Community Outreach Program | Parent Involvement Committee | All Staff | Quarterly | • Pictures<br>• Climate Surveys<br>• Sign-In Sheets |

## 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 1175 referrals. We expect our performance level to be decrease  by 20%.
2.  The problem/gap in behavior performance is occurring because the lack of Restorative Practices being implemented to Fidelity.
3.  If Restorative Practices were implemented to  Fidelity, the problem would be reduced by 20% as evidenced by end of year discipline data. (*include data to validate your hypothesis*.)
4.  We will analyze and review our data for effective implementation of our strategies by conducting a root cause analysis.

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 from decrease 24.4 % to 15% to end of year ODR data from 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.

☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

☐ Strengthen the ability of all staff to establish and maintain positive relationships with all students.

☐ 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* | • Decorte and Giles | • Summer 2018 |
| *Ensure at least one staff member attend and becomes is a certified Trainer of RP* | • Brad DeCorte | • Summer 2018 |
| *Develop school-wide roll-out and development plan of RP/SEL.* | • Brad DeCorte | • August 2018 |
| *Conduct learning opportunities.* | • | • August 2018 – May 2019 |
| *Monitor and support staff for implementation with fidelity.* | • Brad DeCorte and RP Team | • August 2018-May 2019 |
| *Review student and teacher data for trends and next steps.* | • Felicia Moline & Administrative Team | • August 2018 |

| | | |
|---|---|---|
| *Update school-wide plan on a monthly basis.* <br> • *Celebrate areas of growth* <br> • *Update strategies for areas of improvement* | • Felecia Moline | • August 2018 – May 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 learning opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants <br> (number and job titles) | Priority Alignment |
|---|---|---|
| Restorative Practice Day 1 and Day 2 Training | All staff | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |
| Culturally Responsive Teaching -Retooling | All instructional staff | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |
| | | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |

### B. Conditions for Learning: Attendance

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

1.  Our current attendance rate is 79%. We expect our performance level to be  above 95% by October 12, 2018.
2.  The problem/gap in attendance is occurring because more progress monitoring needs to occur for Tier 2 Intervention Plans. .
3.  If progress monitoring of Tier 2 Intervention Plans occur for students not meeting attendance expectations and recognitions, positive incentives would occur, the problem would be reduced by 15%.
4.  We will analyze and review our data for effective implementation of our strategies by meeting by-weekly in the CST/RTI Meeting..

5.  **SMART GOAL:**

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

The percent of all students missing more than 10% of school  will decrease from 21% to 7%, 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 implementation of Tier I interventions to address and support the needs of students.
☐ Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
☒ Choose an item.

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| *Review attendance taking process and school-wide strategies for positive attendance with all staff.* | Grade Level APs and Guidance | Monthly House Meetings |
| *Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.* | CST/RTI Team | Biweekly |
| *Develop and implement attendance incentive programs and competitions.* | Grade Level APs and Guidance | Monthly |
| *Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.* | Administration Team , CST Team | Daily in calls and conference with parents, weekly phone messages. |
| *Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.* | CST/RTI Team | Biweekly |
| *Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.* | CST/RTI Team | Biweekly |
| *Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).* | | |

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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Re-tooling on the Multi-Tiered System of Supports | Instructional Staff | ☐ Priority 1<br>☐ Priority 2<br>☒ 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.

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

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

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

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

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

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

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## A. ELA/Reading Goal

*DATA SOURCES TO REVIEW:*

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

1.  Our current level of performance is 56%, as evidenced in ELA FSA data.
2.  We expect our performance level to be 66% by end of year FSA 2019 results.
3.  The problem/gap is occurring because of lack of tasks and standards alignment.
4.  If Standards based planning would occur, the problem would be reduced by at least 10%.

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 56% to 66%, as measured by FSA.

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 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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Support teachers in PLCs on deconstructing the standards by Coaching and Monitoring PLC Leaders in this process and offering protocols to lead their peers. Administrators will offer targeted Feedback to PLC Coaches for growth. | Department Chairs, Administration Team | Bi- weekly in PLC meetings |
| Re-tooling training on the ELA Instructional Shifts closely examining complex tasks. Coaching and Monitoring PLC Leaders in this process and offering protocols to lead their peers Administrators will offer targeted Feedback to PLC Coaches for growth. | Department Chair, AP over ELA | Pre-School<br>PLC Meeting |
| PD focused on Focused Notetaking- Coaching and Monitoring PLC Leaders in this process and offering protocols to lead their peers Administrators will offer targeted Feedback to PLC Coaches for growth. | AVID Site Team | Pre-School and throughout the year |

8.  **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):
    ☒ Priority 1      ☐ Priority 2    ☐ Priority 3
9.  **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal.  Add rows as needed.)*

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Support teachers in PLCs on deconstructing the standards | Department Chairs, Administration Team | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Re-tooling training on the ELA Instructional Shifts closely examining complex tasks | Department Chair, AP over ELA | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| PD focused on Focused Notetaking | AVID Site Team | ☐ Priority 1<br>☒ Priority 2<br>☒ Priority 3 |

## B. Mathematics Goal

*DATA SOURCES TO REVIEW:*

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

1.  Our current level of performance is 57%, as evidenced in end of year FSA data.
2.  We expect our performance level to be 67% by end of year 2019 FSA data.
3.  The problem/gap is occurring because of the absence of standards based planning.
4.  If standards based planning would occur, the problem would be reduced by 10%..

5.  **SMART GOALS:**

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

The percent of all students achieving math proficiency will increase from 57% to 67%, as measured by FSA.

6.  **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☐ Enhance staff capacity to support students through purposeful activation and transfer strategies.
☐ 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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| PD Re-tooling on the standards of mathematical practice | Department Chair, AP over math | August 2018 |
| PD on Universal Design for Learning- Coaching and Monitoring PLC Leaders in this process and offering protocols to lead their peers Administrators will offer targeted Feedback to PLC Coaches for growth. | Administrator | August 2018 – October 2018 |
| PD focused on Focused Notetaking | AVID Site Team | August 2018 – May 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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Offer opportunities for time and space for teachers to observe other teachers with targeted look-fors and protocol feedback driven by observable data points | Math Department | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Certified Training will train staff in Universal Design for Learning | All instructional staff<br>50 participants | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| AVID Site Team will train staff Focused Notetaking during Pre-School | All instructional staff<br>50 participants | ☐ Priority 1<br>☒ Priority 2<br>☒ Priority 3 |

## C. Science Goal

*DATA SOURCES TO REVIEW:*

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

1. Our current level of performance is 57%, as evidenced in FSA.
2. We expect our performance level to be 67% by FSA data 2019.
3. The problem/gap is occurring because lack of focused notetaking and implementing the 10-70-20 instructional model to fidelity.
4. If Focused- Note Taking and the 10-70-20 model was implemented with fidelity, the problem would be reduced by 10%.

5. **SMART GOALS:**

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

The percent of all students achieving proficiency will increase from 57% to 67%, as measured by FSA.

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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| PD Re-tooling on the 5E Model | Department Chair | August 2018 |
| PD on Universal Design for Learning | Administrator | August 2018 – October 2018 |
| PD focused on Focused Notetaking | AVID Site Team | August 2018 – May 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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| 20 and out training on the 5E Model observable through teacher led learning walks | All Science Teachers | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Certified Training will train staff in Universal Design for Learning | All Instructional Staff | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| AVID Site Team will train staff Focused Notetaking during Pre-School | All Instructional Staff | ☐ Priority 1<br>☒ Priority 2<br>☒ Priority 3 |

## D. Social Studies Goal

*DATA SOURCES TO REVIEW:*

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

1. Our current level of performance is 69%, as evidenced in FSA.
2. We expect our performance level to be 79% by FSA data 2019.
3. The problem/gap is occurring because of lack of Focused Note Taking.
4. If The Five Phases of Focused Note- Taking would occur with fidelity, the problem would be reduced 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 will increase from 69% to 79%, as measured by FSA.

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

☒ Strengthen staff ability to engage students in complex tasks.

☒ 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 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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| PD Re-tooling on Culturally Relevant Teaching | Department Chair | August 2018 |
| PD on Universal Design for Learning | Administrator | August 2018 – October 2018 |
| Incorporating elements of SEL and Character Education to appeal to the whole child | AVID Site Team | August 2018 – May 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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| PD Re-Tooling on Culturally Relevant Instruction as promoted through coaching on equitable lesson plans, and promoting teacher learning walks | All Instructional Staff | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| PD on Universal Design for Learning Instruction as promoted through coaching on equitable lesson plans, and promoting teacher learning walks | All Instructional Staff | ☐ Priority 1<br>☒ Priority 2<br>☐ Priority 3 |
| PD focused on Incorporating elements of SEL and Character Education to appeal to the whole child as promoted through coaching on equitable lesson plans, and promoting teacher learning walks | All Instructional Staff | ☐ Priority 1<br>☒ Priority 2<br>☒ Priority 3 |

## E. Healthy Schools Goal

*DATA SOURCES TO REVIEW:*

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

1. Our current level of performance is Bronze Status, as evidenced in Alliance for a Heathier Generation Program Analysis.
2. We expect our performance level to be Silver Status by End of Year.
3. The problem/gap is occurring because lack of follow through by the Health School Team to implement and monitor school goals.
4. If the HST monitors the implementation of school wellness goals, the team would move to Silver Status.
5. **SMART GOALS:**

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

SMART Goal: Target to become eligible for SILVER national recognition in 5 out of 6 'Alliance for a Healthier Generation's' Healthy School Program Assessment Modules as measured by Alliance for a Healthier Generation Program Guide.

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

☒ Choose Strategy
☐ Choose Strategy
☐ Choose Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| The Healthy School Team will review all assessment items to determine the most feasible items to improve in one module to achieve recognition level. | Healthy School Team | August 2018 – May 2019 |
| Develop and Implement a Healthy Schools Action Plan | Healthy School Team | October 2018 – May 2019 |
|  |  |  |

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

☐ Priority 1    ☐ Priority 2    ☐ Priority 3   2    ☒ Other

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

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Healthy Schools Program Training Component #19545 | Healthy Schools Program Training | ☐ Priority 1    ☒ Other<br>☐ Priority 2<br>☐ Priority 3 |
| Healthy School Team A: Assessment | Healthy School Team A: Assessment | ☐ Priority 1    ☒ Other<br>☐ Priority 2<br>☐ Priority 3 |

## F. Academic Intervention Goal

*DATA SOURCES TO REVIEW:*

**REFLECTION (4 Step Problem-Solving):**
1. Our current level of performance is only 42 % of our L25 are meeting proficiency in math, as evidenced in FSA.
2. We expect our performance level to be 32% by FSA 2019.
3. The problem/gap is occurring because lack of the consistent use of formative assessments to make instructional decisions.
4. If formative assessment data was used to drive instruction to differentiate student needs, the problem would be reduced by 10%.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students demonstrating in Level I ELA proficiency will decrease from 10% to 5%, as measured by FSA.

The percent of all students L25 students will decrease from 42% to 32%, as measured by FSA data.

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 practice to utilize questions to help students elaborate on content.

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? |
|---|---|---|
| PD Re-tooling on Culturally Relevant Teaching | Department Chair | August 2018 |
| PD on Universal Design for Learning | Administrator | August 2018 – October 2018 |
| PD focused on Focused Notetaking | AVID Site Team | August 2018- May 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 |
|---|---|---|
| PD Re-Tooling on Culturally Relevant Instruction | All Instructional Staff | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |
| PD on Universal Design for Learning | All Instructional Staff | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |
| PD focused on Focused Notetaking | All Instructional Staff | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |

## G. Career- and College -Readiness

*DATA SOURCES TO REVIEW:*

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

1. Our current level of performance is 62%, as evidenced in FSA.
2. We expect our performance level to be 72% by FSA data.
3. The problem/gap is occurring because students are not properly placed in accelerated coursework to support the middle school acceleration growth needed; i.e. Algebra 1, Geometry and Digital Technology.
4. If students are properly placed in Algebra 1 and Digital Technology the opportunities to increase in acceleration points would increase 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 fom 62% to 72% as measured by qualifying 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 advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).

☐ Choose Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Schedule all students as appropriate in advanced level coursework | APC- Moline | August 2018 |
| Ensure all staff provided training in CRT Practices | Principal- Giles | 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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Ensure all staff provided training in CRT Practices | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| | | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| | | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

## I. Graduation Goal

*DATA SOURCES TO REVIEW:*

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

1. Our current level of performance is 29% for Level 1 and 2 in both math and reading, as evidenced in FSA.
2. We expect our performance level to decrease by 10% as evidenced by FSA 2019 data.
3. The problem/gap is occurring because students are in need of Intensive Tier 2 Supports.
4. If teachers use the problem solving cycle guided by the ICEL domains, the problem would be reduced by 10%.

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 not achieving proficiency will decrease from 29% to 19%, as measured by FSA 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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Restructure the RTI team to include teachers and use the problem solving cycle to determine learning needs | Administrative Team | Pre-School August 6, 2018 |
| Tracking and monitoring progress through RTI Meetings | Grade Level APs | Pre-School and throughout the year |
| Promoting best practices to leverage student learning | AVID Site Team | Pre-School and throughout the year |

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

☐ Priority 1      ☐ Priority 2      ☐ Priority 3

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

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Train all staff on the problem solving cycle and how to identify where student fall in the ICEl Domains. | Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Training counselors and administrators on using performance matters to track student data. | Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| 20 and training on best practices including WICOR Strategies | Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |

# Subgroup Goals

4

## Subgroups

## A. Bridging the Gap with Equity for All: Black Students
*DATA SOURCES TO REVIEW:*

**REFLECTION:**

1.  Our current level of performance is 20% of black students are meeting proficiency in ELA, as evidenced in FSA.
2.  We expect our performance level to be 50%  by FSA 2019.
3.  The problem/gap is occurring because lack of consistent formative assessments and universally designed instruction to meet the needs of diverse learners.
4.  If formative assessments were used to drive universally designed instruction, the problem would be reduced by 30%.
5.  **SMART GOALS:**

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

The percent of black students achieving proficiency on the ELA – FSA will increase from 20%  to 50%, as measured by FSA data 2019..

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 | ☒ Ensure equitable representation of black learners in school awards/recognition ceremonies.<br>☐ Choose Strategy<br>☐ Choose Strategy | • The number of black students being recognized will increase. |
| Student Achievement | ☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Black students will feel valued and validated and the percentage of students meeting proficiency on the ELA FSA will increase from 20% to 40% |
| Advanced Coursework | ☒ 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.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Black students will begin to take responsibility for their own learning by tracking and celebrating progress. |
| Student Discipline | ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Black students will begin to self-regulate their behaviors and begin to exhibit social and emotional competencies. |
| ESE Identification | ☐ Choose Strategy<br>☐ Choose Strategy<br>☒ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. | • Teacher will recognize how to Tier support based on ICEL domains. |

| Minority Hiring | ☒ Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscientious bias, equity and excellence and cultural responsiveness.<br>☐ Choose Strategy<br>☐ Choose Strategy | • Work to recruit and hire qualified minority applicants |
|---|---|---|

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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| Pre-School Restorative Practice Training | TOT Trainers | August 2018 |
| Provide Equity Training | Equity Champions | August 2018- May 2019 |
| Re-Tooling on the 6Ms of Culturally Relevant Instruction | ILT | August 2018 |

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

| Professional Learning Description | Participants<br>(number and job titles) | Priority Alignment |
|---|---|---|
| Pre-School Restorative Practice Training | All Instructional Staff | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Provide Equity Training | All Instructional Staff | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| Re-Tooling on the 6Ms of Culturally Relevant Instruction | All Staff in PLCs | ☐ Priority 1<br>☐ Priority 2<br>☐ 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 16% of ESE students are achieving proficiency in ELA, as evidenced in FSA.
2. We expect our performance level to be 46% by FSA data 2019.
3. The problem/gap is occurring because lack of differentiated and scaffolded instruction.
4. If differentiated and scaffolded instruction would occur, the percent of students meeting proficiency would increase by at least 30 %.

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  16% to 46%, 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 ESE 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.

☐ Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

☐ Choose Strategy

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

| WHAT<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
| --- | --- | --- |
| PD Re-tooling on Culturally Relevant Teaching | Department Chair | August 2018 |
| PD on Universal Design for Learning | Administrator | August 2018 – October 2018 |
| PD focused on Focused Notetaking | AVID Site Team | August 2018 – May 2019 |

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<br>(number and job titles) | Priority Alignment |
| --- | --- | --- |
| Teacher Training on Evidenced based interventions for Tier 2 interventions in Math, ELA and Behaviors | All Instructional Staff | ☒ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
|  |  | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
|  |  | ☐ Priority 1<br>☐ Priority 2 |

| | ☐ 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 9.3%, as evidenced in FSA.
2. We expect our performance level to be 39.3% by FSA data 2019.
3. The problem/gap is occurring because lack of differentiated and scaffolded instruction.
4. If differentiated and scaffolded instruction would occur, the percent of students achieving proficiency would increase by 30%.
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 proficiency  will increase from 9.3%  to 39.3%, 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.)*

☐ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

☐ 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<br>are you doing to implement these strategies? | WHO<br>is leading this step? | WHEN<br>is it occurring? |
|---|---|---|
| PD Re-tooling on Culturally Relevant Teaching | Department Chair | August 2018 |
| PD on Universal Design for Learning | Administrator | August 2018 – October 2018 |
| PD focused on Focused Notetaking | AVID Site Team | August 2018 – May 2019 |

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<br>(number and job titles) | Priority Alignment |
|---|---|---|
| PD Re-tooling on Culturally Relevant Teaching | All instructional Staff | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| PD on Universal Design for Learning | All instructional Staff | ☐ Priority 1<br>☐ Priority 2<br>☐ Priority 3 |
| PD focused on Focused Notetaking | All instructional Staff | ☐ Priority 1<br>☐ Priority 2<br>☐ 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 83% are meeting proficiency in Math, as evidenced in FSA.
2.  We expect our performance level to be 100% by FSA data 2019.
3.  The problem/gap is occurring because students are not engaged in cognitively complex task.
4.  If students are engaged in cognitively complex task, the percentage of students achieving level 4 or 5 would increase by 14%.

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  will increase from 61% to 75 %, 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 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.
☐ 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? |
| --- | --- | --- |
| PD on Universal Design for Learning | Administrator | August 2018 – October 2018 |
| PD focused on Focused Notetaking | AVID Site Team | August 2018 – May 2019 |
|  |  |  |

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 |
| --- | --- | --- |
| PD on Universal Design for Learning | All instructional staff | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ Priority 3 |
| PD focused on Focused Notetaking | All instructional staff | ☐ Priority 1 <br> ☐ Priority 2 <br> ☐ 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 and offer them protocols to lead student led conferences with their parents | • Principal to send weekly update to families via school messenger<br>• Teachers to communicate with families regarding student progress through email and phone calls. | • Principal<br>• Teachers | • Weekly through school messenger and emails |
| 2. Utilize google map and FSA overlay data to target families for specific outreach activates | • Partner with community groups to | • Principal, PTSA and SAC | • August 2018 – December 2018 |
| 3. Purposefully involve families with opportunities for them to advocate for their students. | • Invite PCS Parent Advocate to PTSA event. | • PTSA | • Fall Workshop 2018 |
| 4. Intentionally build positive relationships with families and community partners. | • Pairing Parent Information and input evenings with student showcase events | • Volunteer Coordinator | • Once a semester |

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 |
|---|---|---|
| Protocol Training to lead to student led conference | All students | ☐ Priority 1<br>☐ Priority 2<br>☒ Priority 3 |
| Tips and Tricks on effective parent communication and host training on High Impact Classroom Family Engagement | All teachers | ☐ Priority 1<br>☐ Priority 2<br>☒ Priority 3 |

## SAC Membership

| First Name | Last Name | Race | Stakeholder Group |
|---|---|---|---|
| Raquel | Giles | Black | Principal |
| Julia | Marshall | White | Teacher |
| Amber | Turcott | White | Teacher |
| Dena | Economos | White | Support Employee |
| Brad | Decorte | White | Teacher |
| Nancy | Ramos | Hispanic | Support Employee |
| Nancy | Joslin | White | Teacher |
| Tina | Chagaris | White | Parent |
| Melody | Day | Hispanic | Parent |
| Derrek | Decan | White | Parent |
| Monty | Seidler | White | Parent |
| Ashley | Warner | White | Parent |
| Treny | Fuller | White | Parent |
| Sharon | Stokely | White | Business/Community |
| Kevin | Lang | White | Business/Community |

## 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):

Steps are being taken to recruit African American Parents to be members of SAC.

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?
☐ Yes, Committee Approval Date: 8/20/2018   ☒ No
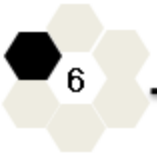
## ⬡ BUDGET / SIP FUNDS

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]** |
| | [Describe each support on a separate row] | [Insert Amount] |
| | [Describe each support on a separate row] | [Insert Amount] |
| **2.** | **Behavioral Support** | $  **500.00** |
| | PBS Incentives and Supports | [$500.00] |
| | [Describe each support on a separate row] | [Insert Amount] |
| **3.** | **Materials and Supplies** | $  **[1600.00]** |
| | [Teacher request for materials and supplies | [$1600.00 |
| | [Insert materials on a separate row] | [Insert Amount] |
| **4.** | **Employee Expenses** *(i.e., travel, registration fees, etc.)* | $  **[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** *(not employee expenses. Categories could include TDE, stipends, etc.)* | $  **[1100.00]** |
| | [TDE's] | [$1100.00 |
| | [Describe categories on a separate row] | [Insert Amount] |
| **6.** | **Other** *(please list below)* | $  **[Insert amount for category]** |
| | [Recruitment of Volunteers and Mentors] | [$300.00] |

| | |
|---|---|
| [Parental Involvement and Community Connections Events] | [$300.00] |
| [Clubs and Interests] | [$300.00] |

**TOTAL** $  **[4,100]**