



School Improvement Plan SY 2018-19

TYRONE 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.



Vision and Direction

A. Vision and Direction

School Profile

Principal:	Robin N Mobley	SAC Chair:	
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School Vision	Ensuring Achievement for All Scholars!
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School Mission	Provide a safe and quality educational setting with engaging and rigorous classroom experiences that create educated, respectful and responsible citizens who are prepared for college, career and life.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
977	85	206	165	59	457	5

School Grade	2018 C	2017 C	2016 C	Title I	YES
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	38	40	42	36	42	34	51	63	62	53		
Learning Gains All	44	50	48	42								
Learning Gains L25%	37	45	47	42								

School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Robin	Mobley	FT	4-10 years
Asst. Principal	Nicole	Johnson	FT	1-3 years
Asst. Principal.	Joanne	Leichman	FT	1-3 years
Asst. Principal.	Danielle	Williams	FT	1-3 years
Asst. Principal.	Evangelos	Valsamis	FT	1-3 years
VE Liasion	Ricki	Reisinger	FT	1-3 years
Math Dept. Chair	Christopher	Alford	FT	1-3 years
ELA Dept. Chair	Dominique	Josey	FT	1-3 years
Science Dept. Chair	Marissa	Silkie-Rees	FT	11-20 years
Social Studies Dept.	Tyna	Papillon	FT	4-10 years
MTSS Staff Dev.	Lucius	Chambers	FT	1-3 years
AVID Coordinator	Brian	Morrison	FT	1-3 years
Scholar Svcs (Guid)	Karleen	Nickerson	FT	1-3 years

Total Instructional Staff:	57	Total Support Staff:	27
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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 scholars engaged daily in tasks aligned to the target that will lead to their grade appropriate standard will increase f (no baseline data) to 100%

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 scholars exhibiting growth daily in demonstrating the learning target will increase from 48% for Math and 44% for ELA to 75% in both areas.

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 scholars making annual learning gains will increase from 44% for ELA and 48% for Math to 75% for both areas.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT <i>(using MTSS Framework)</i>	All Priorities	Monitor instructional implementation of cognitively complex tasks; scholar tracking of academic progress and effective implementation of WICOR-T strategies	<ul style="list-style-type: none"> • Training on strategies for tracking progress • Focused walkthroughs on AVID strategies • Evaluating walkthrough data to identify staff needs 	Principal; Assistant Principal; MTSS Staff Developer; AVID Staff Developer	Principal; Assistant Principals; MTSS Staff Developer; Teachers; Guidance Counselors; VE Specialist;	Biweekly on Tuesdays	<ul style="list-style-type: none"> • Planned and completed scholar work demonstrating cognitively complex tasks aligned to standards • Lesson plans aligned to standards, with AVID strategies and planned cognitively complex tasks
2.	MTSS Team	Priority 2	Ensure appropriate school level and individual intervention programs are in place and know whether the intervention is yielding results	<ul style="list-style-type: none"> • Evaluating scholar needs and aligning intervention to need • Identifying teachers in need of MTSS support and coaching 	MTSS Staff Developer	Assistant Principals; Guidance Counselors; VE Specialist; Social Worker; Violence Prevention	Biweekly on Tuesdays	<ul style="list-style-type: none"> • MTSS Scholar Concern Report with documented interventions and progress data



	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
				<ul style="list-style-type: none"> Monitoring scholar response to intervention 		Program coordinator;		
3.	Equity Team	Priority 3	Ensure equitable grading practices are utilized for all scholars	<ul style="list-style-type: none"> Training on equitable grading practices Monitoring grades and assignments for equity Identifying ongoing staff training 	Principal	Principal; Assistant Principal; MTSS Staff Developed; ELA Department Chair; AVID Site Coordinator; AVID teacher	Quarterly	<ul style="list-style-type: none"> Planned and completed scholar work aligned with standards Teacher gradebooks detailing assignments
4.	Child Study Team	Priority 3	Ensure appropriate school level and individual attendance intervention programs are in place and know whether the intervention is yielding results	<ul style="list-style-type: none"> Evaluating scholar attendance needs and aligning intervention to need Identifying barriers to attendance to assist families Monitoring scholar response to intervention 	MTSS Staff Developer	Assistant Principals; Guidance Counselors; VE Specialist; Social Worker; Violence Prevention Program coordinator;	Biweekly on Tuesdays	<ul style="list-style-type: none"> MTSS Scholar Concern Report with documented interventions and progress data
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>)	All Priorities	Ensure standards-based planning occurs to develop rigorous lessons that engage scholars in daily cognitively complex tasks	<ul style="list-style-type: none"> Prep PLC agenda Facilitate training on WICOR-T strategies Plan standards-based lessons with cognitively, complex tasks 	Department/ Grade Level Leaders	Teachers; Assistant Principals; MTSS Staff Developer; VE Specialist	Twice monthly with Quarterly Student Work Protocols	<ul style="list-style-type: none"> Planned and completed Scholar Work Protocols PLC Agenda and Minutes Lesson Plans



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
			aligned to the standards.	<ul style="list-style-type: none"> Monitor data on scholar progress and make adjustments to instruction, based on this data Evaluate scholar work for rigor and alignment to standards 				
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Choose an item.	Same as SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team	Priority 3	Ensure positive behavior interventions and supports are aligned to scholar need and monitor for effectiveness.	<ul style="list-style-type: none"> Prep PBIS Team Mtg. Agenda Prepare incentives for scholars Plan PBIS celebrations to reward positive behavior choices by scholars. 	MTSS Staff Developer	Principal; Assistant Principals; Teachers; Social Worker; Violence Prevention Coordinator; Guidance Counselors; VE Specialists	Quarterly	<ul style="list-style-type: none"> PBIS Team Minutes Behavior Data on Scholars MTSS Scholar Concern Report with documented interventions and progress data
8.	Family Engagement Team	Priority 2 & 3	Ensuring our families are equip with strategies to	<ul style="list-style-type: none"> Bi-monthly Family Engagement events that share academic strategies 	Parent Involvement Team	Parent Involvement	Bi-monthly	<ul style="list-style-type: none"> Family Engagement Event Agendas



	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
			successfully progress monitor their scholars towards successful academic progress.	that will promote academic proficiency		Team and Families		<ul style="list-style-type: none"> Family Engagement Event Sign-In Sheets Completed Parent Surveys
9.	AVID Site Team	Priority 3	Ensure all teachers are utilizing AVID WICORT strategies to align the instruction to standards-based learning goals; implement cognitively complex tasks and monitor scholar progress towards mastery of standards.	<ul style="list-style-type: none"> Prep SBLT AVID agenda Facilitate WICORT strategy coaching for teachers Provide training on the CCI AVID rubric Evaluate AVID walkthrough data and design strategies to increase utilization of WICORT based on this data. 	AVID Site Coordinator	Principal; Assistant Principal; SBLT team	Monthly	<ul style="list-style-type: none"> CCI implementation rubric AVID walkthrough data Photos of scholars engaged in WICORT activities Lesson Plans aligned to AVID expectations
10.	Administrative Team	All Priorities	<p>Ensure all scholars have access to standards-based instruction, with daily cognitively complex tasks.</p> <p>Ensure teachers are tracking academic progress using assessments,</p>	<ul style="list-style-type: none"> Prep Admin Team Agenda Facilitate data-based discussions and plan of action Evaluate walk-through data for trends; identification of teachers in need of coaching cycles Monitor progress of 3 key instructional strategies 	Principal	Assistant Principals; MTSS Staff Developer	Weekly on Mondays	<ul style="list-style-type: none"> Lesson Plans with feedback focused on the three key instructional strategies Focused walkthrough data Teacher assessment data



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
			standards-based learning goals and/or scales, on a daily basis. Conduct walk-throughs to monitor implementation of key instructional strategies.					



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1. SMART GOAL:

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

The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 32.8% to 22.8%, as measured by the end of the year ODR data from the School Profile Dashboard.

2. 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 development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Mobley, Robin • Harris, Josette • Papillon, Tyna 	<ul style="list-style-type: none"> • June 27th -June 28th
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Mobley, Robin • Harris, Josette • Papillon, Tyna 	<ul style="list-style-type: none"> • June 27th - June 28th
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Mobley, Robin • Harris, Josette • Papillon, Tyna • Chambers, Lucius 	<ul style="list-style-type: none"> • August 2nd-August 10th
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Mobley, Robin • Harris, Josette • Papillon, Tyna • Chambers, Lucius 	<ul style="list-style-type: none"> • August 2nd- Ongoing
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Mobley, Robin • Harris, Josette • Papillon, Tyna • Chambers, Lucius 	<ul style="list-style-type: none"> • August 2nd - Ongoing
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> • Mobley, Robin • Harris, Josette • Papillon, Tyna • Chambers, Lucius 	<ul style="list-style-type: none"> • Bi-Weekly- Ongoing, SBLT/CST, meetings



<p><i>Update school-wide plan on a monthly basis.</i></p> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Mobley, Robin • Harris, Josette • Papillon, Tyna • Chambers, Lucius 	<ul style="list-style-type: none"> • Monthly faculty meetings/Bi-Weekly PLC's
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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
<p><u>Equity in Excellence Training:</u> Participants will study topics important to improving equitable practices at our schools while discussing some of the systems that have led to the issues. Participants will provide school-wide training/support for all teachers to become more vigilant with being able to cope with equity in excellence ensuring success for all scholars.</p>	<p>Chambers, Lucius Josey, Dominique Morrison, Brian Mobley, Robin Williams, Danielle</p>	<p><input checked="" type="checkbox"/> NA</p>
<p><u>P.B.I.S. Training:</u> Strengthen the ability of all staff to establish and maintain positive relationships with all scholars. Strengthen the implementation of research-based practices that communicate high expectations for each scholar.</p>	<p>Chambers, Lucius Harris, Josette Papillon, Tyna Williams, Danielle Mobley, Robin</p>	<p><input checked="" type="checkbox"/> NA</p>
<p><u>Restorative Justice:</u> Teachers will receive explicit ongoing training conveying the why/how to effectively implement restorative circles inside their perspective classroom to restore meaningful relationships with scholars/teachers.</p>	<p>Chambers, Lucius Harris, Josette Papillon, Tyna Mobley, Robin Williams, Danielle</p>	<p><input checked="" type="checkbox"/> NA</p>



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 93.13% average daily attendance. We expect our performance level to be 95% average daily attendance by the end of the 2018-2019 school year.
2. The problem/gap in attendance is occurring because scholars need to be connected to at least one adult at school.
3. If our scholars with chronic absences (more than 20% absences) had interventions and/or a mentor, the problem would be reduced by 10%.
4. We will analyze and review our data for effective implementation of our strategies by quarter at the MTSS/Child Study meetings.

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 present every day will increase from 93.13% to 95%, as measured by Daily Attendance Report from Focus.

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.
- Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
- Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Mobley, Johnson, Williams, Leichman, Valsamis	August, 2018 Ongoing at SBLT Monthly mtgs.
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	MTSS/Child Study Team	August, 2018 Ongoing at MTSS meetings
Develop and implement attendance incentive programs and competitions.	MTSS Child Study Team SBLT	August, 2018 Quarterly at SBLT meetings
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Mobley, Johnson, Williams, Leichman, Valsamis	August, 2018 (6th grade orientation) September, 2018 (Title 1 Parent mtg) PTSA meetings
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	MTSS Team	Bi-weekly at MTSS/Child Study meetings
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	MTSS Team	Bi-weekly at MTSS/Child Study meetings
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Mobley, Johnson, Williams, Leichman, Valsamis	Leadership 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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culture: MTSS Processes and Procedures; identification of scholars for Concern Reports; prescribing and monitoring of interventions for effectiveness	5 Administrators All Teachers 1 Attendance Clerk	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
MTSS processes and procedures, identification of students for Tiered intervention, prescribing and monitoring interventions for effectiveness	5 Administrators 1 MTSS Coach 1 VE Specialist 1 Violence Prevention Consultant 2 School Social Workers 3 Guidance Counselors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 38% proficiency and 44% learning gains from Florida Standards Assessment in 2017-2018.
2. We expect our performance level to be 50% proficiency and 75% learning gains by end of 2018-2019 school year.
3. The problem/gap is occurring because standards are not effectively implemented, monitored and assessed.
4. If the standards are effectively implemented, monitored and assessed, the problem would be reduced by 12%.

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 scholars achieving ELA proficiency will increase from 38% to 50% by the end of the school year as measured by FSA. The percent of scholars demonstrating a learning gain will increase from 44% to 75% by the end of the school year as measured by the FSA. The percent of scholars in the lowest quartile demonstrating a learning gain will increase from 37% to 75% by the end of the school year as measured by the 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 scholars to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each scholar.
- Strengthen staff ability to engage scholars in complex tasks.
- 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 more frequent feedback to scholars- Develop common assessment practices and reinforce these common practices through regular exchanges of scholar papers. All teachers will conduct standards-based Weekly/Bi-weekly assessments, review the scholar achievement data at a deeper level and utilize data to provide timely, focused feedback to scholars and plan future differentiated classroom instruction.	<ul style="list-style-type: none"> • Danielle Williams • PLC Facilitators 	Weekly/Bi-Weekly
All teachers will meet weekly in common PLCs to create and implement standards-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies- with a focus on “focused note-taking”.	<ul style="list-style-type: none"> • Danielle Williams • Common Planning PLC Facilitators (1/Grade Level) 	Weekly
All teachers will engage in a collaborative lesson planning between ELA/Reading departments directly aligned to standards-based instruction and feedback/grading to support similar standards, text sets, and culminating tasks vertically, common grade levels, and between departments.	<ul style="list-style-type: none"> • Danielle Williams • Dominique Josey- Department Chair 	Monthly
Scholars write frequently in a variety of subjects-All teachers across content will include a performance assessment that require a written response, at minimum, bi weekly. Develop a standard for good writing by utilizing a common short and extended writing rubric.	<ul style="list-style-type: none"> • PLC facilitators • Department Chair 	
Develop a practice for scholars and the teacher to track the progress	<ul style="list-style-type: none"> • 	



of scholar growth in demonstrating the learning target.		
All Reading teachers will implement high quality reading intervention through the use of leveraged and monitored Read 180 and iReady curriculum for all scholars specifically targeted in order to increase and maintain scholars' proficiency.	<ul style="list-style-type: none"> Danielle Williams Paul Douglas-Lead Reading Teacher 	Daily
All teachers will engage in quarterly peer-to-peer observational rounds and routine student work protocols during PLC to monitor instruction and scholar mastery of content. Teachers will adjust lesson plans and assignments as needed and conduct regular data chats with scholars as a result of engaging in peer-to-peer observations and student work protocol PLCs	<ul style="list-style-type: none"> Danielle Williams Common Planning PLC Facilitators (1/Grade Level) 	Quarterly
Administrators monitor teacher practice and provide teachers comments to support professional enhancement and growth.	<ul style="list-style-type: none"> Mobley, Williams, Leichman, Johnson 	Weekly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Standards-Based Planning(Task/target alignment), Instruction, Assessment(Scholar & Teacher Progress tracking) and Equity in Grading (July 31-August 1)	All ELA/Reading Teachers (12)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Common Planning Professional Learning Communities: Creating and Implementing Standards Based Lesson Plans(Target/Task alignment, Assessments, and Remediation; Identifying and implementing common Strategies for Conditions for learning and Standards-Based instruction (Weekly)	All ELA/Reading Teachers (12)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs: collaborative lesson planning between ELA/Reading departments directly aligned to standards-based instruction and feedback/grading to support similar standards, text sets, and culminating tasks (Monthly)	All ELA/ Reading Teachers (12)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Core Connections (August-January; Dates vary for each grade level)	All ELA/ Reading Teachers (12)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
MAP PLC three times a year, the week following each MAP administration	All ELA Teachers Mobley, Johnson, Leichman, Williams	



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 42% proficiency and 48% learning gains, as evidenced in our 2017/2018 Florida Standards Assessment.
2. We expect our performance level to be 50% proficiency and 75% learning gains, by our 2018/2019 Florida Standards Assessment.
3. The problem/gap is occurring because standards are not effectively implemented, monitored and assessed.
4. If standards are effectively implemented, monitored and assessed. the problem would be reduced by 8%.

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 scholars achieving Math proficiency will increase from 42% to 50% by the end of the school year as measured by FSA. The percent of scholars demonstrating a learning gain will increase from 48% to 75% by the end of the school year as measured by the FSA. The percent of scholars in the lowest quartile demonstrating a learning gain will increase from 47% to 75% by the end of the school year as measured by the 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 scholars in complex tasks.
- Support staff to utilize data to organize scholars 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?
Provide more frequent feedback to scholars- Develop common assessment practices and reinforce these common practices through regular exchanges of scholar papers. All teachers will conduct standards-based Weekly/Bi-weekly assessments, review the scholar achievement data at a deeper level and utilize data to provide timely, focused feedback to scholars and plan future differentiated classroom instruction.	Nicole Johnson PLC Facilitators	Weekly/Bi-weekly
Develop a practice for scholars and the teacher to track the progress of scholar growth on all common assessments. (MAP assessments, Weekly/Bi-Weekly Common assessments, Unit Test)	Nicole Johnson CP grade level PLC facilitators	Weekly/Bi-weekly
All teachers will meet weekly in common PLCs to create and implement standards-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies - with a focus on "focused note-taking".	Nicole Johnson CP Grade level PLC facilitators	Weekly
Scholars write frequently in a variety of subjects-All teachers across content will include a performance assessment that requires a written response, at minimum, bi weekly. Develop a standard for good writing by utilizing a common short and extended writing rubric.	CP Grade Level PLC Facilitators Department Chair	Weekly
All teachers will engage in quarterly peer-to-peer observations and scholar-work protocols with other members of the math department.	Nicole Johnson	Quarterly



	CP Grade level PLC facilitators	
All teachers will meet weekly in common PLCs to create and implement standards-based lesson plans that incorporate daily the Mathematical Practices, cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies- with a focus on “focused note-taking”.	Nicole Johnson CP Grade level PLC facilitators	Daily
All intensive math teachers will work directly with core math teachers in PLCs to develop a plan to target specific standards.	Nicole Johnson CP Grade level PLC facilitators Intensive Math Teachers	Monthly
Administrators monitor teacher practice and provide teachers comments to support professional enhancement and growth.	Mobley, Johnson, Leichman, Williams	Weekly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Standards-Based Planning (Task/Target alignment), Instruction, Common Assessment (Scholar & Teacher Progress tracking), Progress Monitoring and Equity in Grading (June 11 and Pre School)	Math teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Common Planning Professional Learning Communities: Creating and Implementing Standards Based Lesson Plans (Target/Task alignment, Assessments, and Remediation; Identifying and implementing common Strategies for Conditions for learning and Standards-Based instruction (Weekly)	Math teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department PLCs: collaborative progress monitoring between each grade level; and the respective intensive math teachers	Math teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MAP PLC three times a year, the week following each MAP administration	Math Teachers Mobley, Johnson, Williams, Leichman	Priority 2
I-Ready PLC three times a year, the week following each I-Ready Diagnostic administration	Intensive Math Teachers Nicole Johnson	Priority 2



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 42% proficiency, as evidenced by our 2017-2018 FSA Data.
2. We expect our performance level to be 50% by the end of the 2018-2019 school year..
3. The problem/gap is occurring because standards are not effectively implemented, monitored and assessed.
4. If standards are effectively implemented, monitored and assessed.the problem would be reduced by 8%.

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 science proficiency will increase from 42% to 50% by the end of the school year 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 scholars to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each scholar.
- Strengthen staff ability to engage students in complex tasks.
- 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 more frequent feedback to scholars- Develop common assessment practices and reinforce these common practices through regular exchanges of scholar papers. All teachers will conduct standards-based Weekly/Bi-weekly assessments aligned to Unit scale-Learning goals/targets, review the scholar achievement data at a deeper level and utilize data to provide timely, focused feedback to scholars and plan future differentiated classroom instruction.	<ul style="list-style-type: none"> • Danielle Williams • Evangelos Valsamis 	Weekly/Bi-Weekly
All teachers will meet weekly in common PLCs to create and implement standards-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies- with a focus on "focused note-taking".	<ul style="list-style-type: none"> • Danielle Williams • Evangelos Valsamis • Common Planning PLC Facilitators (1/Grade Level) 	Weekly
All teachers will work collaboratively with their grade level teams to plan, create, and implement STEM (Science, Technology, Engineering, and Math)/ Cross-Curricular lessons/class activities that include learning goals and scales, scientific thinking, research, and written claims and evidence.	<ul style="list-style-type: none"> • Danielle Williams • Evangelos Valsamis • Common Planning PLC Facilitators (1/Grade Level) • Grade Level Team PLC Facilitators (1/Grade Level Team) 	2x/ Month



All teachers (6-8 grade) will assess, plan, implement, and monitor a GAP remediation plan throughout the academic school year with standards-based instruction/activities and assessment with timely, focused feedback to scholars.	<ul style="list-style-type: none"> • Danielle Williams • Evangelos Valsamis • Common Planning PLC Facilitators (1/Grade Level) 	On-Going
All teachers will engage in quarterly peer-to-peer observational rounds and routine student work protocols during PLC to assess instruction and student mastery of content. Teachers will adjust lesson plans and assignments as needed as well as conduct regular data chats with scholars as a result of engaging in peer-to-peer observations and student work protocol PLCs.	<ul style="list-style-type: none"> • Danielle Williams • Evangelos Valsamis • Common Planning PLC Facilitators (1/Grade Level) 	Quarterly
Develop a practice for scholars and the teacher to track the progress of scholar growth in demonstrating the daily learning target.	Danielle Willaims CP grade level PLC facilitators	Weekly/Bi-weekly
Scholars write frequently in a variety of subjects-All teachers across content will include a performance assessment that requires a written response, at minimum, bi weekly. Develop a standard for good writing by utilizing a common short and extended writing rubric.	CP Grade Level PLC Facilitators Department Chair	Weekly
Administrators monitor teacher practice and provide teachers comments to support professional enhancement and growth.	Mobley, Johnson, Leichman, Valsamis, Williams	Weekly

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

- Priority 1 Priority 2 Priority 3

- **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
Common Planning Professional Learning Communities: Creating and Implementing Lesson Plans, Assessments, and Remediation; Identifying and implementing common Strategies for Conditions for learning and Standards-Based instruction (Weekly)	2 Assistant Principals 6 Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department Meetings: collaborative lesson planning within the department directly aligned to standards-based instruction and feedback/grading to support similar standards, assessments, and performance tasks (Monthly)	2 Assistant Principals 6 Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Formative Assessment: Designing standards-based assessments aligned to the standards and in-depth analysis of formative assessment data in order to differentiate instruction.	1 Assistant Principal/Principal 6 Science Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 51%, as evidenced in CIVICS EOC.
2. We expect our performance level to be 63% by end of the school year.
3. The problem/gap is occurring because interventions need to be focused on mastery of the standards.
4. If standards-based lessons aligned to the rigor of the standard along with focused interventions for scholars not demonstrating mastery would occur, the problem would be reduced by 9%.

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 social studies proficiency will increase from 51% to 63%, as measured by the Civics EOC.

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

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

Strengthen staff ability to engage students in complex tasks.

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?
All teachers will meet weekly in common PLCs to create and implement standards-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies- with a focus on “focused note-taking”.	<ul style="list-style-type: none"> • Leichman • Common Planning PLC Facilitators (one/grade level) 	Weekly
Provide more frequent feedback to scholars- Develop common assessment practices and reinforce these common practices through regular exchanges of scholar papers. All teachers will conduct standards-based assessments, at a minimum, bi-weekly, to review the scholar achievement data at a deeper level and utilize data to provide timely, focused feedback to scholars and plan future differentiated classroom instruction.	<ul style="list-style-type: none"> • Leichman • Common Planning PLC Facilitators (one/grade level) 	Bi-Weekly
All Social Studies teachers will engage in quarterly peer-to-peer observational rounds and student work protocols to assess instruction and student mastery of content. Teachers will adjust lesson plans and assignments as needed as well as conduct regular data chats with scholars as a result of engaging in peer-to-peer observations and student work protocol PLCs.	<ul style="list-style-type: none"> • Leichman • Department Chair • Common Planning PLC Facilitators (one/grade level) 	Quarterly



Develop a practice for scholars and the teacher to track the progress of scholar growth in demonstrating the daily learning target.	Leichman Common Planning PLC Facilitator • CP grade level PLC facilitators	Weekly/Bi-weekly
Scholars write frequently in a variety of subjects-All teachers across content will include a performance assessment that requires a written response, at minimum, bi weekly. Develop a standard for good writing by utilizing a common short and extended writing rubric.	CP Grade Level PLC Facilitators Department Chair	Weekly
Administrators monitor teacher practice and provide teachers comments to support professional enhancement and growth.	Mobley, Johnson, Leichman, Williams	Weekly
Identify scholars not mastering standards and provide focused intervention and remediation on standards.	Civics Teachers	Twice Weekly in Classrooms
After conducting formative and summative assessments, identify scholars not meeting mastery of standards and engage them in the Civics ELP for additional intervention	Civics Teachers	Quarterly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Standards-Based Planning (target/task alignment) and Assessment (Scholar and Teacher Progress Monitoring for Mastery)	1 Assistant Principal/Principal 6 Social Studies or Civics teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Common Planning Professional Learning Communities: Creating and Implementing Standards-based Lesson Plans, Aligning the Rigor of the Activities, Assessments, and Remediation; Identifying and implementing common Strategies for Conditions for learning and Standards-Based instruction (Weekly)	1 Assistant Principal/Principal 6 Social Studies or Civics teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Department Meetings: collaborative lesson planning within the department directly aligned to standards-based instruction and feedback/grading to support similar standards, assessments, and performance tasks (Monthly)	1 Assistant Principal/Principal 1 Department Chair 5 Social Studies or Civics teachers 1 District Coach	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Formative Assessment: Designing standards-based assessments aligned to the standards and in-depth analysis of formative assessment data in order to differentiate instruction.	1 Assistant Principal/Principal 6 Social Studies or Civics teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5 of 6 modules are eligible for Bronze, Silver and Gold and 1 module is eligible for Bronze and Silver, as evidenced in the Alliance for Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 of 6 modules to be eligible for Bronze, Silver and Gold by April 2019.
3. The problem/gap is occurring because for the module: Schools Health and Safety Policies and Environment, we need to ensure everyone has knowledge of the Health and Safety Policies.
4. If our healthy school team can monitor the implementation of administrative policies and guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

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

Our school will be eligible for bronze, silver and gold recognition in 6 of 6 modules by April 2019 as recognized by the Alliance for a Healthier Generation’s Healthy Schools Program framework.

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

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 (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	Mobley	August 2018
Complete Healthy Schools Program Assessment	Honeycutt	August-September 2018
Develop and Implement Healthy School Program Action Plan	Honeycutt	September 2018
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Honeycutt	April 2018

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Team A: Assessment Component #19534	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Healthy School Team C: Developing and Implementing Action Plan Component #20528	Healthy School Team	<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 % of our scholars are enrolled into at least one advance course, as evidenced in the course enrollment in FOCUS.
2. We expect our performance level to be % of our scholars taking at least one advance course by the end of the 2018-2019 school year.
3. The problem/gap is occurring because Click or tap here to enter text..
4. If Click or tap here to enter text. would occur, the problem would be reduced by Click or tap here to enter text..

5. SMART GOALS:

EXAMPLE: The percent of all students 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 scholars participating in an advance course will increase from % to % as measured by FOCUS data, noting the number of scholars successfully passing the advance course

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

- Strengthen teacher implementation of rigorous instructional practices.
- Choose Strategy
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All teachers will meet weekly in common PLCs to create and implement standards-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies- with a focus on “focused note-taking”.	Assistant Principals and PLC Facilitators	Weekly
Update AVID CCI on a monthly basis <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 		

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
Weekly Collaborative PLCs-AVID strategies, Culturally Responsive Teaching, Equity	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
BiWeekly Team PLCs- Scholar performance review on teams, enrollment and/or staffing data analysis allows all scholar access to and success in rigorous advanced courses		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance in our STEM Academy activities 38% of traditional scholars, as evidenced in Focus/Portal Scholar Enrollment for STEM Academy.
2. We expect our performance level to be 66% by Spring, 2019.
3. The problem/gap is occurring because the STEM Academy hasn't targeted traditional scholars in the same percentage of our school enrollment.
4. If participation by traditional scholars would increase, the problem would be reduced by 28%.

5. SMART GOALS:

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

The percent of all students engaging in STEM project-based activities will increase to 66%, as measured by school-based observational data collected.

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?
Identify and recruit scholars from all subgroups to participate in STEM enrichment club/activities.	<ul style="list-style-type: none"> • Nicole Szydlowski 	Weekly starting in October
All teachers will work collaboratively with their grade level teams to plan, create, and implement STEM (Science, Technology, Engineering, and Math)/ Cross-Curricular lessons/class activities that include learning goals and scales, scientific thinking, research, and written claims and evidence.	<ul style="list-style-type: none"> • Danielle Williams • Grade Level Team PLC Facilitators. 	2x/ month

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
Bi-Weekly Grade Level Team PLCs; Identify common curriculum, strategies, and conditions for learning.	All Teachers	<input checked="" 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



I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 92% are on-track with their cohort for promotion, as evidenced in Name of Report.
2. We expect our performance level to be 100% by end of school year 2018-2019.
3. The problem/gap is occurring because there needs to be a greater understanding of equity and standards-based grading practices among instructional staff.
4. If instructional staff have a greater understanding of monitoring mastery of standards and providing intervention sooner , the problem would be reduced by 8%.

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 on-track for promotion with their cohort will increase from 92% to 100%, as measured by Name of Report.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase instructional staff understanding of Equity and Standards-Based Grading practices.	Department Chairs Common Planning PLC leaders	Monthly for Department Chairs and Weekly for Common Planning PLC leaders
Monitor scholar grades for meeting class requirements.	Administrative Team; Guidance Counselors	Every 3 weeks through progress reports
Align interventions with scholar needs and devise a plan for implementation and progress monitoring.	MTSS Team	Biweekly on Tuesdays

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
Equity in Grading professional learning opportunity.	4 Department Chairs	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Standards-based Grading professional learning opportunity during Department PLC	57 Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MTSS processes and procedures, identification of students for Tiered intervention, prescribing and monitoring interventions for effectiveness		<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 30 of 167 or 18% are proficient in ELA (32% made learning gains) and 26 of 163 or 17% in Math are proficient (39% made learning gains), as evidenced in 2017-2018 FSA.
2. We expect our performance level to be 25% for ELA proficiency and 75% for Learning Gains and 25% for Math proficiency and 75% for Learning Gains by end of the school year .
3. The problem/gap is occurring because there needs to be a focus on targeted scholars for progress.
4. If each black scholar had an adult mentor then their academic growth could be monitored throughout the year. If this would occur, the problem would be reduced by 7-8% for ELA and Math.

5. SMART GOALS:

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

The percent of black students who are proficient in ELA and Math will increase from 18% in ELA and 17% in Math to 25% for both ELA and Math, as measured by FSA ELA or Math. The percent of black students who will make learning gains will increase from 32% in ELA and 39% in Math to 75% in both ELA and Math.

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	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. <input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. 	<ul style="list-style-type: none"> • Increased percentage of black scholars who are proficient in ELA and Math on the FSA. • Increased percentage of black scholars showing learning gains in ELA and Math.
Student Achievement	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input checked="" type="checkbox"/> Partner with families to monitor usage of digital resources that are provided beyond the school day. 	<ul style="list-style-type: none"> • Increased percentage of black scholars who are proficient in ELA and Math on the FSA. • Increased percentage of black scholars showing learning gains in ELA and Math.
Advanced Coursework	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input checked="" type="checkbox"/> Partner with families to monitor usage of digital resources that are provided beyond the school day. 	<ul style="list-style-type: none"> • Increased percentage of black scholars who are proficient in ELA and Math on the FSA. • Increased percentage of black scholars showing learning gains in ELA and Math.



Subgroup Goals

Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Conduct monthly discipline disparity/restorative practices training with school administrators. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Decreased percentage of black scholars who are receiving out of school suspensions.
ESE Identification	<input checked="" type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increased diversity of staff.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Individually tracking black scholars academic progress by connecting all black scholars to an adult	MTSS Team	Biweekly on Tuesdays
Focused progress monitoring for on-track promotion, grades, discipline, attendance and behavior.	MTSS Team	Biweekly on Tuesdays
Provide focused data chat nights for families of black scholars in an effort to align them with digital resources that promote academic growth.	SBLT	Biweekly on Tuesdays

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
Equity with Excellence training	1 Principal 4 Assistant Principal 57 Teachers 1 MTSS Staff Developer 1 VE Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practices training	1 Principal 4 Assistant Principal 57 Teachers 1 MTSS Staff Developer 1 VE Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 6 of 83 or 7.2% are proficient in ELA and 10 of 82 or 12% of our Scholars are proficient in Math and , as evidenced in FSA ELA and Math.
2. We expect our performance level to be 25% by Spring, 2019.
3. The problem/gap is occurring because we need better alignment between the scholar's deficit and the intervention provided.
4. If alignment of the intervention to the deficit would occur, the problem would be reduced by 10%.

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 proficient in ELA and Math will increase from 7.2% in ELA and 12% in Math to 25% proficient in both ELA and Math, 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*
 - 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.
 - Enhance staff capacity to support students through purposeful activation and transfer strategies.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All teachers will engage in a collaborative lesson planning PLCs to directly align standards-based instruction with the tasks and assessments to support the rigor of the standards. All teachers will plan for feedback/grading to support the standards and culminating tasks.	Mobley, Johnson, Williams, Leichman, Valsamis, Common Planning PLC Chairs	Weekly PLC meeting
All teachers will engage in Common Planning PLCs to develop common assessment practices through regular analysis of scholar written work and provide timely feedback to scholars.	Mobley, Johnson, Williams, Leichman, Valsamis, Common Planning PLC Chairs,	Weekly PLC meeting
All teachers will implement high quality interventions, aligned to ESE scholar IEPS, and develop progress monitoring system for all scholars not meeting standards.	Mobley, Johnson, Williams, Leichman, Valsamis, Common Planning PLC Chairs, VE Specialists	Weekly PLC meeting
Monitoring of intervention progress for Tier 2 and 3 scholars to ensure alignment of intervention to scholar deficit.	MTSS team VE Specialist	MTSS meeting, at least bi-weekly

4. 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



Subgroup Goals

5. **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
Utilizing MAP assessments in Reading and Math and aligning interventions, based on data from Student Learning Profile.	5 Administrators 3 VE Specialists All teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Differentiated Instructional Strategies aligned with Scholar Need	All teachers 5 Administrators 3 VE Specialists	<input checked="" 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



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

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

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5 of 66 or 7.6% are proficient in ELA and 2 of 67 or 15 % of our Scholars are proficient in Math and , as evidenced in FSA.
2. We expect our performance level to be 25% for Math and 20% for ELA by Spring, 2019.
3. The problem/gap is occurring because of a lack of individualized progress monitoring.
4. If individualized progress monitoring would occur, the problem would be reduced by 10-18%.

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 in Math and ELA will increase from 15% & 7.6% to 25% and 20%, by the end of the school year 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 are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Identify and place Long-Term ELL scholars in the AVID Excel elective course.	<ul style="list-style-type: none"> • Danielle Williams • Brenda Melecio 	May 2018
Locate and interpret scholars' English proficiency data to make informed instructional decisions Utilize Can-Do Descriptors to identify the strengths across the four language domains: listening, speaking, reading and writing Discuss effective methods that focus on standards-based instruction for beginning and long-term ELL Scholars	<ul style="list-style-type: none"> • PLC Lead Teacher or AP 	<ul style="list-style-type: none"> • August Common PLC • Weekly PLCs
Implement appropriate strategies, resources and accommodations to support comprehensible input across content: <ul style="list-style-type: none"> ○ Bellwork Routine ○ Scholar Empowerment ○ Academic Language Acquisition <ul style="list-style-type: none"> ○ Deconstructing prompts ○ Graphic organizers ○ Academic Register/Language <ul style="list-style-type: none"> • Expect and Encourage academic language in every content • Avoid casual register in the classroom when instructing and accepting when our scholars respond • Model academic register consistently 	Teachers ESOL teacher Department Chairs Common Planning PLC leaders	Daily



Subgroup Goals

<ul style="list-style-type: none"> ● Use Discussion Starters, Academic Scripts, Sentence Frames, Sentence Starters <ul style="list-style-type: none"> ● Teach explicitly how to use them and under what context ● Laminate the Scripts ● When using scripts, allow scholars to put a box around or star the categories they can use during the task or discussion ● Walk around class to listen to the discussions and provide targeted feedback to scholars when they are using the scripts well ○ Academic vocabulary <ul style="list-style-type: none"> ○ Academic Word List ○ Word Walls 		
<p>Implement interventions early and monitor the interventions for successful responses.</p>	<ul style="list-style-type: none"> ● Danielle Williams ● Petrunka Gospodinova ● Department Chairs 	<p>Quarterly</p>
<p>All core content teachers will complete quarterly grading reflections to evaluate the impact their instruction has had on ELL scholars and job embedded PD will be provided based on needs assessment of teacher individual grade reflections</p>	<ul style="list-style-type: none"> ● Danielle Williams, ● Jodi Leichman, ● Nicole Johnson, ● Robin Mobley 	<p>Quarterly</p>

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
<p>All teachers receive professional development on how to identify their ELL scholars' ACCESS data and the resources needed to effectively plan academic supports and interventions into lessons to differentiate for each scholars' need in order to see increased achievement through <i>district and school-based support personnel</i></p>	<p>All teachers</p>	<p><input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>
<p>Common Planning Professional Learning Communities: Creating and Implementing Standards Based Lesson Plans (Target/Task alignment, Assessments, and Remediation; Identifying and implementing common Strategies for Conditions for learning and Standards-Based instruction (Weekly)</p>	<p>All teachers</p>	<p><input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>
<p>Department Meetings: collaborative lesson planning within the department directly aligned to standards-based instruction and feedback/grading to support similar standards, assessments, and performance tasks (Monthly)</p>	<p>Department Chairs</p>	<p><input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3</p>



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"> Data Chat Nights - A targeted group of scholars and their parents will be invited to share specific strategies to promote academic success 	<ul style="list-style-type: none"> Administration, SBLT & PIC 	<ul style="list-style-type: none"> September 2018 November 2018 March 2019
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Parent Involvement Sessions – all parents and parental supports (ie. Grandparents) will be inviting to attend our bi-monthly PI sessions focusing on a different strategy during each session. 	<ul style="list-style-type: none"> Administration & PIC 	<ul style="list-style-type: none"> September 2018 November 2018 January 2019 February 2019 March 2019
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Data Chat Nights - A targeted group of scholars and their parents will be invited to share specific strategies to promote academic success 	<ul style="list-style-type: none"> Administration, SBLT & PIC 	<ul style="list-style-type: none"> September 2018 November 2018 March 2019
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Parent Involvement Sessions – all parents and parental supports (ie. Grandparents) will be inviting to attend our bi-monthly PI sessions focusing on a different strategy during each session. 	<ul style="list-style-type: none"> Administration & PIC 	<ul style="list-style-type: none"> September 2018 November 2018 January 2019 February 2019 March 2019

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
SBLT will engage in the problem solving process to identify effective ways to engage our families in the following – effectively advocating for your scholar, increasing their knowledge of various community resources, effectively progress monitoring their scholar and TMS way of work. (Bi-weekly)	All TMS faculty and staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
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		Select	Choose an item.

SAC COMPLIANCE

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

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

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

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



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource. *Budgeted amounts are approximations.*

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [3000]
	PBIS Scholar Incentives	\$3000
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [3000]
	Stipends	\$3000
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ \$6000		