



School Improvement Plan 2017-18

Carwise Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Robert Vicari	SAC Chair: Matthew Little
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School Vision	100% student success
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School Mission	The mission of Carwise Middle School is to provide opportunities, through effective and efficient operations, for the success of ALL students in a safe environment which promotes highest achievements.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1166	5%	5%	16%	5%	69%	0%

School Grade	2017: A	2016: A	2015: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	68	64	70	66	62	62	89	79	68	73		
Learning Gains All	60	60	62	60								
Learning Gains L25%	50	50	57	47								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Vicari	FT	1-3 years
Asst Principal	Nancy	Verigan	FT	11-20 years
Asst Principal	Judy	Allen	FT	11-20 years
Asst Principal	Asimina	Patton	FT	1-3 years
Counselor	Jennifer	McGinnis	FT	4-10 years
Counselor	Sandra	Babcock	FT	1-3 years
Counselor	Margy	Laird	FT	11-20 years
Behavioral Specialist	Monica	Anestin	FT	1-3 years
ESE Liaison	Sue	Kately	FT	1-3 years
ELA Department Chair	Christine	Vehar	FT	20+ years
Reading Department Chair	JoAnn	Niles	FT	11-20 years
Math Department Chair	Jacob	Merkel	FT	11-20 years
Science Department Chair	Pam	Fergusson	FT	11-20 years

SS Department Chair	Jamie	Colver	FT	1-3 years
Related Arts Department Chair	Jason	Obara	FT	11-20 years
PE/Health Department Chair	Adam	Tedora	FT	4-10 years
School Psychologist	Sharon	Headley	PT	4-10 years
Social Worker	Kristin	Hillman	PT	Less than 1 year
SBLT Facilitator	Kalyn	Schreiner	FT	4-10 years
SBLT Instructional	Kristen	Mercer	FT	4-10 years
Total Instructional Staff:	69		Total Support Staff:	13



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Positive relationships between teachers and students are promoted through school wide community building activities, frequent check ins, and offers of support and tutoring. All students are encouraged to join academic and social enrichment programs. Relationships and increased cultural awareness are also promoted through SAC, PTSA, AVID, clubs, mentoring programs and restorative practice trainings. All students are invited to join our school sponsored multi-cultural club. This club builds awareness of the diverse cultures in our school by communicating cultural events on a periodic basis. Our consistent data reviews, Staff professional development, regular planning to address our needs, individual services for students based on needs all support our positive behavioral system.

Carwise has a PBIS committee that meets regularly to review policies and procedures involving the PBIS. This team is made up of faculty members representing all three grade levels and counselors. The purpose of the PBIS is to promote school-wide expectations and positive behavior for all students. The Carwise student expectations are: Students will be respectful, be responsible, be safe, and be committed to success. These expectations are taught through weekly lesson plans, based on the recognized needs of our students acquired from data analysis. All faculty members model and promote the Carwise expectations. Positive behavior is rewarded at any time to any student with our “Shark Bite” reward system. Rules and procedures are posted in every classroom and in every public area. Students are reminded of policies and procedures as needed based on data analysis through weekly lesson plans. All procedures are monitored and evaluated yearly by the PBIS committee with recommendations being provided to administration for implementation of changes in policies and procedures.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Safety and Behavioral (discipline) assemblies are held at the beginning of the school year to ensure that all students understand the expectations.

Carwise student expectations of “Be Respectful, Be Responsible, Be Safe, and Be Committed to Success” are posted in in each classroom, (posters were created and provided by administration) so that expectations are uniformly communicated throughout the school. These expectations are modeled by faculty on a daily basis. School wide expectations and discipline guidelines are posted in every classroom, with weekly lesson

plans are taught by teachers to reinforce characteristics that exhibit the Carwise Expectations. These weekly behavior expectation lesson plans are communicated by all teachers for all students. Teachers use "Shark Bite" tokens to reward students exhibiting the expectations. Students who fail to exhibit the expectations are reminded by staff of the correct behaviors, with appropriate consequences being assessed as needed. These "Shark Bite" tokens are used by students to receive rewards before school and during lunches. Administrators recognize and reward students with prizes. Students who go above and beyond are recognized by the "Kiddos" program and Principal's "Hero of the Day."

Carwise staff members are expected to attend CPI training; utilize the "Kiddos" rewards systems to recognize exceptional student behavior on campus and on the school bus, and nominate "Students of the Month", and "Heroes of the Day". Kiddos and Heroes of the Day announcements are made daily by the Principal, highlighting positive behaviors.

Positive Behavior Systems and rewards are selected on a daily, weekly, monthly and annual basis for students; School wide expectations and community building lesson plans are conducted weekly, and monthly Character education focus lessons are shared.

In addition, monitoring systems are developed and carried out to ensure student success behaviorally and academically. Discipline data is reviewed quarterly by the PBIS data analysis committee and communicated to the staff. The committee accepts feedback and makes any needed recommendations to the administration. School faculty receives professional development in PLC meetings based on information from the PBIS committee and SBLT. Professional development includes training on equitably implementing the positive reward system and ensuring that behavior expectations are taught to equitably to all students.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Behavioral supports for all students begin with character education. Character education is reinforced through positive reinforcement programs and a monthly character education focus announced on morning news show which is broadcast to all students. Monthly character focus summaries are also posted on the Carwise website.

The MTSS/SBLT meets the first Wednesday of every month where a facilitator generates agenda and leads team discussions. Department Chairpersons, Data Manager(s), Guidance Counselors, School Psychologist, Social Worker and Administrators assist team in accessing and interpreting (aggregating/disaggregating) the data. A Data Chairperson manages and displays data. The Recorder/Note Taker documents meeting content and disseminates information to team members in a timely manner storing a hard copy in a binder for all teachers to access. The Time Keeper helps team begin on time and ensures adherence to agreed-upon agenda.

Individual student plans are developed on the third Wednesday of each month and monitored. PLC trainings are held to discuss and assess what works best for individual needs. At grade level meetings, the data from the SBLT/CST meetings are shared to create team based interventions and strategies for success.

A student support/intervention chart is developed and maintained to identify students who need additional behavioral and academic supports. These students are provided administrative, guidance, teacher, or peer mentors who meet with students weekly. Students' behavioral and academic progress is charted and

reviewed by administrators, MTSS/SBLT and/or guidance counselors. Staff members use restorative practices and counselors will use reintroduction methods.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Guidance Counselors, Teacher Mentors and Administrators keep track of student failures and other data in FOCUS by running student gradebook reports by grade level bi-weekly. Current gradebook and report card grades are monitored to develop individual plans for those with greater needs. Teachers of the struggling students are identified and are asked to confer with students on supports that may be needed. Extra teacher tutoring is provided before or after school, or during lunches. Students remain on the gradebook report until their grades improve, providing nurturing supports for students until they find success. Teachers use district based testing data (Performance Matters Unify, Reading Inventory, WriteScore, GAP Assessments) and teacher created standards based assessments to monitor student performance/progress toward the standards at least weekly. In addition, student / teacher / counselor / administrator meetings are held periodically to mentor and guide students that are struggling academically. These meetings serve as sounding boards for students, and encourage and guide students toward emotional and academic success.

Students who are struggling socially or emotionally are referred to the guidance counselor for additional support through guidance referrals. Guidance discussions are non-judgmental and foster a caring environment where all students are accepted as part of our school community. An intramural sports program to promote physical health is open to all students after school.

Individual student plans are developed and monitored as needed. “Carwise Mall” is available for students with wardrobe needs. Snack and lunch paid for by the “Principal’s Fund” is provided for those in need.

Peer connectors assist students during orientations and throughout the school year. Peer organization sessions are held periodically to help students organize school materials.

MTSS meets bi-monthly to review class behavior data (1st Wednesday of the month) and individual student progress/monitoring (3rd Wednesday of the month).

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Guidance Counselors, Teacher Mentors and Administrators keep track of student failures and other data in FOCUS by running student gradebook reports by grade level bi-weekly. Current gradebook and report card grades are monitored to develop individual plans for those with greater needs. Administration and teachers review Performance Matters Cycle Assessment data to ensure that students are on track. Students’ lexile level and reading scores are closely monitored to provide opportunities to enter into the AVID academic support class when reading scores rise to a point that they no longer need reading class.

Physical health of students are monitored through Healthy schools data collected in PE class. Students are encouraged to maintain a healthy lifestyle, making good choices at lunch and wearing fitness pedometers. Lunch café monitors promote healthy foods and provide encouraging health-related messages. Staff members also wear fitness bands and encourage students to maintain a healthy lifestyle. Water is allowed in classroom and students are encouraged to stay hydrated throughout the day.

Discipline referral data is routinely monitored by SBLT and MTSS teams. CST meets bi-monthly to review attendance and align interventions to attendance concerns. An annual behavior/discipline assembly is held and weekly behavior expectation lessons are taught by teachers each week. Rules are posted across campus and in all classrooms.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Weekly lesson plans are submitted to school administrators. Lessons must be aligned with course standards and when applicable, learning scales are attached to lesson plans. School administrators conduct formal and informal classroom walkthroughs to ensure that courses are rigorous, differentiated, and equitable for all students in each grade level. Teachers are encouraged to follow county-based pacing guides and use materials provided, which enforces academic rigor. Scaffolding and differentiation is provided to lend support to those reading below grade level. Teachers are encouraged to have students write daily in each classroom; supporting the school-wide writing initiative. Quarterly writing contests are communicated to all students with prizes going to the top three entries. Alternate assignments are given to students without access to electronic devices. AVID classes require enrollment in advanced level classes. Lessons are differentiated and scaffolded to ensure 100% student success. Monthly staff meetings include professional development on writing tips, and a “Best Practices PLC” provides teacher tools to incorporate equitable expectations and engagement classrooms. We have a rigid, selective hiring process for new staff members.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
By Spring of 2018, students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys. The desired outcome is a 10% reduction in discipline referrals and student suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
All teachers will work to create culturally responsive and rigorous lessons that are focused on the LAFS standards.	Christine Vehar, JoAnn Niles, Robert Vicari, Robin Romblad, Evan Hedrick, Karen Lee, Betty Rossie, Pam Himmel and department chairs.
The morning announcements incorporate character education focus and multi-cultural education lessons. These “special feature reports” promote the accomplishments of individuals with exceptional character in different ethnic backgrounds. Through ethnic assimilation, all students will recognize and celebrate diversity.	
Teachers will receive Restorative Practices Training and work with the staff developer to analyze Write Score data (multiple response), conduct data chats with students to raise awareness about FSA score reporting, and report RI lexiles with students and parents.	
Student data is reviewed at the School Based Leadership Team meetings and communicated to academic departments to share out in their PLCs.	

<p>The FBLA, Business Education, Science Olympiad, STEM, AVID, Theater, Chorus, Band, Musical Theater, Volleyball, Basketball, Cheerleading and Track programs will help foster a positive school climate, recording successes in competitions and build a school climate and culture which reflects pride in our school.</p>	
<p>Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.</p>	
<p>By April 2018, the number of referrals of black students will be decreased by 5% as measured by Focus data.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>School wide assemblies on academic interventions and bullying prevention is communicated to all students. Community and school based mentors, and tutors provide supports for all students. Positive encouragement and guidance will be in place to foster a culture of success. A forum will be created to discuss racial equity and cultural sensitivity. Black students will be monitored weekly to ensure academic growth. Each black student will be provided with a teacher mentor to ensure academic support, encourage attendance and provide school connectedness.</p> <p>Discipline data is reviewed monthly to ensure that there is no disparity among racial groups. Personalized learning plans will be created, if needed.</p> <p>Black students are aggressively recruited into academic clubs, advanced classes and are assigned a mentor.</p>	<p>Jason Obara, Administration, Guidance Counselors, Monica Anestin, Kalyn Schreiner, Ivette Olson, Staff professional developers in this area of concern.</p>
<p>Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
<p>Align our course offerings and future plans with the new District Strategic Goals.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>We will be offering Web Design/Exploring Technologies classes for the 2017/18 school year with a plan to expand this innovative career opportunity.</p> <p>We will offer a three week "Tech Shark Camp" this summer for our incoming and existing students.</p>	<p>Robert Vicari, Robin Romblad, Evan Hedrick</p>



Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Standards and scales are posted in every classroom. Students understand how to self-monitor and evaluate their learning toward the state standards. Students are applying their knowledge of the state standards in an engaging lesson and understand the real-world purpose for the standard.

Successes to date include 100% participation in learning scales evidenced by classroom walkthroughs. School based scales training was conducted in August and March. All Reading and ELA teachers worked in PLCs to write scales with the Literacy Coach. Instructional PLCs include time to share ideas that work toward increasing rigor and student engagement. Data used to measure success include Performance Matters tests results (Math, Civics, and Science), FSA test results that showed improvement with no cell information dropping from 2016 to 2017, Write Score results, student interactive notebooks and data monitoring.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

After careful analysis of FSA data, our key areas for improvement include increasing focused literacy strategies school-wide. Both ELA and content area teachers need to include academic rigor producing student evidence of clear reasoning through writing exercises. ELA State standards and scales need to be continued in in lesson planning, ensuring that students have clear expectations and learning focus. Through AdvancED survey results, communication of school events and consistency of parent/teacher communication was requested. A key goal for 2017-18 is to communicate using varied media. In addition to phone calls, information will be posted online. The principal will write a monthly communication newsletter and teachers are encouraged to use a class website to post information.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure student growth in meeting state standards through many formative and summative assessments. Teachers use formative assessments and student scale reflections on a regular basis to check for student understanding toward the standards. In addition, teacher-created assessments, common assessments and benchmark assessments are used to collect specific data on standards for which students may be struggling.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Administrators, Guidance, ESE support, and Classroom Teachers work together to review student data for placement. Guidance and key individuals visit feeder elementary schools; providing information for incoming students. An "Elementary-Middle" school fair is held to answer questions about the transition to middle school. "Shark Discovery Night" is open to all students to visit and learn of course offerings at Carwise. "Shark Camp" is held in the summer and provides an information meeting for parents and students, a tour, and a student orientation in small groups with a counselor. "Shark Night" is for parents and students to meet teachers, tour, and walk through a student schedule. During the school year, there are open house evenings, parent information meetings, articulation breakfasts, and various community events where all students and parents are invited. When students struggle, supports are in place to review, remediate and help students toward proficiency. A before and after school Extended Learning Program and Course Recovery Program are offered. The ZAP (Zeroes Aren't Permitted) program ensures that students are held accountable to accomplish tasks toward reaching grade level proficiency. In addition, administrators, guidance counselors, PTSA, AVID tutors, peer tutors and teacher mentors (community and school based) provide additional support for struggling students.

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
All teachers will work to create culturally responsive lessons that are focused on the LAFS standards and to understand the FSA reading scores, as well as the clusters.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will work with the staff developer to analyze Write Score data (multiple response), conduct data chats with students to raise awareness about FSA score reporting, and report RI lexiles with students and parents.	Christine Vehar, JoAnn Niles
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
All teachers will continue to use Marzano scales in all classes and work towards mastery in creating scales, including scales as part of their daily classroom routine, and making them accessible to all students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Assistant Principals will give feedback from walkthroughs and observations in iObservation. The district will provide feedback on ISM visits. Peer observations will be conducted.	Grade Level AP
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
All teachers will access, understand and keep records of their students' data. This information will be used to promote groups that encourage higher order thinking as well as peer-monitoring and guidance. Data trainings will be provided by the school through technology trainings and PLCs.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
By the end of Quarter 1, all teachers will create an advanced report showing their students' FSA Achievement levels and RI lexiles. Teachers will demonstrate a change in instructional strategies based on their knowledge of the data, and develop culturally responsive lessons based on student data and subject area.	Grade Level AP, Math and ELA Department Chairs, Writing / Literacy Leadership team.



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Positive working relationships are fostered by student selected "Teachers of the Month", School wide morale booster program, Staff breakfast and recognition at each faculty meeting, and weekly "Super Shark" recognitions. Based on the school's AdvancED climate survey, Administration provides Marzano training to support teacher alignment to Design Questions on the Marzano Teacher Evaluation Model. Marzano training takes place regularly (bi-monthly, at a minimum) to facilitate opportunities for teacher alignment towards the Marzano model. Teachers receive Marzano Design Question teaching tips in their school mailboxes. These trainings are tools that teachers use to create their DPP. Specific lessons on backwards planning using state standards as a springboard for planning is provided to faculty members. Monthly AVID and technology trainings are provided to provide innovative ideas to foster student engagement and differentiation.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers collaborate before school and during department PLC meetings to share ideas; collaborate on students, scales, standards and rigor in the curriculum. Student access to technology is shared among groups by subject area, encouraging collaboration. Department meetings take place on the first Tuesday of the month; The second Tuesday of the month are for staff meetings; Grade level meetings are held the third Tuesday to discuss struggling students; The fourth Tuesday is for “Best Practices” PLCs which allow for collaboration of “what works” in the classroom; AVID training, focusing on Literacy, are held on the fourth Wednesday; Technology trainings on the fourth Thursday are provided as additional collaboration opportunities. Before school meetings take place from 8:40-9:15.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional development centered on Marzano scales, literacy and writing strategies. Evidence of scales can be found in 100% of the classrooms visited. No students retained in grades 6 or 8. Only one student in 7th grade was not completely successful. Next steps include teacher collaboration and support through common planning periods. National History Day project guidance will involve support from the ELA and History departments as well as the Media Specialist.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
By the Numbers	Pre-school	Jake Merkel – all teachers / Principal	Understanding achievement data.
Writing Expectations	Pre-school / All-year	AJ Zahra – Writing Committee - all teachers	Understanding of writing expectations across all subject areas.
AVID trainings	All-year	Brandi Alahouzos/Kalyn Schreiner- all teachers	Effective teaching practices using AVID strategies.
Tech Training	All-year	Bronwyn McCarthy	Effective use of technology in the classroom.
FOCUS training – Contact, Standards/Gradebook	Pre-school	Kristen Mercer/Kalyn	Effective teaching practices using standards.

		Schreiner – all teachers	
Deliberate Practice Plan (DPP) training	Pre-school	Kristen Mercer – all teachers	Completed DPPs.
Marzano Instructional Model – focus on top 3 elements from teacher survey	Pre-school / All-year	Asimina Patton - all teachers	Effective and Highly Effective teachers.
PCS Teacher Appraisal System	Pre-school / All-year	APs – all teachers	Effective and Highly Effective teachers.
Restorative Practices Training	Pre-school / All-year	Asimina Patton – Discipline Committee - all teachers	Reduced interactions, referrals, and suspensions. Higher student attendance.
Behavior Management	Pre-school / All-year	Jason Obara – all teachers	Maximize instructional time.



Family and Community Engagement

Connections: **District Strategic Plan** ● **Goals 1,3,6,7**
Marzano Leadership ● **Domain 4, 5, 6**

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

As a result of parent feedback from the AdvancED climate survey, we plan on continuing all initiatives in place which has led to our 5 star award for 24 consecutive years. Volunteers participated in roles including mentoring, volunteer orientation training meetings, chaperoning field trips, guest speaking for the Great American Teach-In, Judging competitions such as debate, National History Day, Science Fairs, as well as assisting in the library, offices and book fair. Parent and community volunteers logged over 17,000 hours making costumes, building props and acting as stagehands during the Musical Dinner Theater. In addition, volunteers assisted as chaperones for field trips, dances and served in the 8th grade breakfast, etc...

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Teachers continuously monitor student progress, social and emotional well-being. Students who drop in academic progress within a grading period will raise concerns of teachers. Parents are called in for conferences with all teachers to develop a plan for helping their student increase achievement levels. In addition, lead teachers invite parents and guardians to evenings at school where they learn how to access their students’ grades and comments on FOCUS. All teachers are trained to use the “comments” tool on FOCUS and to log parent contact. All 6th grade parents are trained on how to access their child’s Focus account and provided with a Focus handout.

Periodic meetings are held to help families in our community learn about academics and testing strategies for academic success. Information is shared weekly with parents regarding individual student data, and/or upcoming tests and academic supports. Supports include Course Recovery, the Extended Learning Program, SAT preparation classes, English Language Learner supports, tutors, and mentors.

Middle School guidance newsletters are published on the school website, which includes tips and tools to support students' learning. Teachers provide tutorials, videos and online textbook access to many classes.

We anticipate holding a student led conference in the 3rd quarter where students will show their parents how to navigate and understand the data they've amassed throughout the year.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

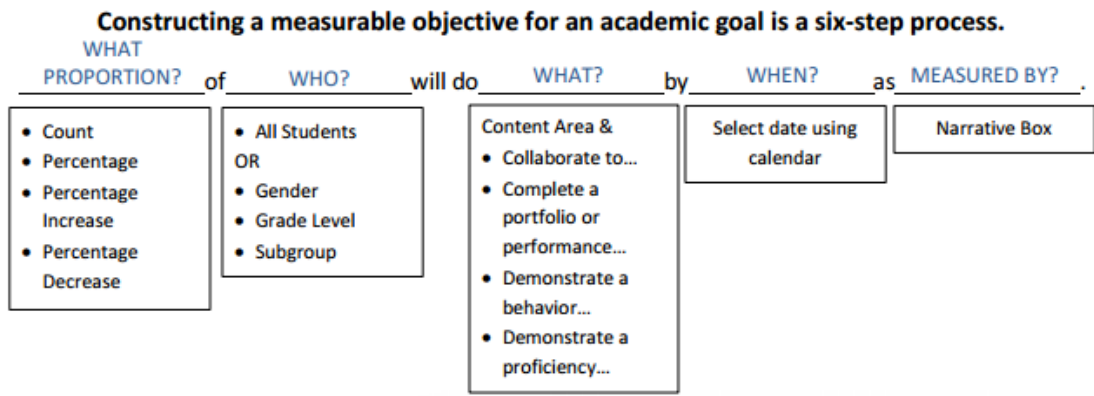
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Parent involvement will increase by 5% as measured by attendance in school events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parent contact letters for students in Course Recovery/ELP, Parent contact via group and individual phone messages or calls, letters, progress reports, emails, flyers, marquee, newspaper, parent and student orientations, Course Recovery/ELP, and other events.	Family and Community Volunteer Coordinator, Kalyn Schreiner, Teresa Bynum, Robert Vicari, Assistant Principals.
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
By April 2018, the number of events, including outreach programs and volunteer opportunities will increase by 25% as evidenced by attendance records for events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Investing in our community through school wide volunteer opportunities such as mentoring, tutoring, community outreach	Kalyn Schreiner, Pam Himmel, Cindy Bowen, Family and

(Kiwanis, Ronald McDonald House, Goodwill BookWorks) and clothes collection for the “Carwise Mall” and “Course Recovery” offered at Oldsmar Recreation Center with donated computers.	Community Volunteer Coordinator, Marilyn Markham, Julie Giese and Penny Kelly.
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Christine Vehar, JoAnn Niles
For ELA/Reading : 69% of all students will demonstrate proficiency by April 2018 as measured by FSA results; and the percentage of students who make learning gains will increase from 60% to 63%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<ul style="list-style-type: none"> ELA and reading teachers attend ongoing Core Connections trainings to analyze student work from exemplar lessons and plan on instruction based on student data, with a focus on collaborative structures and student-centered conversation. 	Increased student scores from Write Score Round 1 to Round 2.
<ul style="list-style-type: none"> ELA and Reading teachers will implement strategies learned in Core Connections training in their classrooms to improve student reading and writing, with an emphasis on collaborative structures and student-centered conversations. 	ELA/Reading teachers will collaborate in school-based PLCs to share strategies that promote student engagement with collaborative structures. This will be documented with the PLC forms provided by the county.

<ul style="list-style-type: none"> • School wide literacy and writing strategies (RACE, School Reading Incentive Plan) will be implemented in all content area classes. • Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading, through Core Connections. • ELA and Reading teachers plan on instruction based on student data, instructional shifts, standards, assessments, differentiation and instructional methods. • Administrators monitor and support the implementation of reading programs. • ELA teachers and Writing/Literacy Leadership team work to implement standards based scales, learning goals and learning targets. • Assessments aligned with Florida Standards are used in grades 6-9. • ISM visits and walk through tools are used to identify trends and make plans to increase literacy in all classrooms. • ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance. • Teachers meet in PLCs at least once per month to review student data including reading and writing in response to close reading of complex text. • Teachers include accommodations for ELL and ESE students on weekly lesson plans. • Teachers monitor student progress to ensure proper remediation based on FSA and SRI data. • All Reading teachers will receive PD in teaching students with dyslexia. Elective teachers are encouraged to become reading certified. 	<p>Regular data chats will be held with students after results are obtained from assessments such as Reading Inventory (lexile) and Write Score. Students will have a clear understanding of what their score means and what areas of focus they can concentrate on to improve.</p> <p>Administrators review lesson plans to look for strategies and use walkthrough data to drive conversation with teachers.</p> <p>Administrators and teachers continuously look for instructional improvements through collaboration. Teachers invite each other when a particularly engaging lesson is well received by students. These teaching tools are also shared through the “Best Practices” PLCs.</p>
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Mathematics Goal	Goal Manager: Jake Merkel	
<p>For Mathematics: 71% of all students will demonstrate proficiency by June 2018 as measured by FSA results. The percentage of students who make learning gains will increase from 60% to 64%.</p>		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<p>Teachers engage in instructional activities that incorporate higher order thinking questions and Standards for Mathematical Practice and performance tasks aligned to the Mathematics Florida Standards (MAFS).</p> <ul style="list-style-type: none"> • Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. • Math Teachers will meet in Professional Learning Communities (PLC) at least once a month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. • Math teachers will use collaborative structures and student-centered conversation in their lessons. • Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. • Administration uses the ISM walk-through tool to identify trends and make plans to increase the amount of students' math achievement. 	<p>80% of the current Level 1 and Level 2 students will increase their FSA scale scores. 70% of the current Level 3, 4 and 5 students will increase their FSA scale scores.</p> <p>Teachers working together once a week to plan lessons and assessments as determined by PLC minutes and sign in sheets.</p> <p>Administrators will attend PLC and review minutes from other PLCs.</p> <p>Administrators conduct walkthroughs for evidence of Mathematical Practice Standards usage in classrooms and provide feedback to teacher(s) to determine next steps.</p> <p>Administrators and teachers discuss ISM feedback and look for instructional improvements through collaboration.</p>	
<p>Math Teachers implement instruction to support student success with MAFS.</p> <ul style="list-style-type: none"> • Math teachers follow a common pacing calendar for focusing on the same MAFS. • Math teachers implement Formative Assessments aligned to the MAFS including tasks designed using 	<p>Administrators conduct walk-throughs to check for pacing.</p> <p>Quarterly Performance Matters data checks.</p>	

<p>FSA test item specifications and additional online resources.</p> <ul style="list-style-type: none"> Assessments aligned to MAFS are used in grades 6-8. 	<p>Resources are incorporated into lesson plans that administrators check regularly including MAFS.</p>
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Science Goal	Goal Manager: Pam Fergusson
<p>For Science: A minimum of 64% of all students will demonstrate proficiency by May 2018, as measured by the SSA. The percentage of students who make learning gains will increase from 62% to 63%.</p>	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>By the end of April, 2018, 70% of all students will be able to read a higher level science article from textbook, Science World Magazine or Red FCAT book and answer text dependent questions in complete sentences, citing evidence and able to defend their answers orally in a student led group discussion.</p> <p>Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to standards.</p> <ul style="list-style-type: none"> Science teachers will concentrate on student response to scales, learning goals and plan instructional lessons and labs aligned with state standards and district pacing guides. Teachers will receive professional development from the ELA and Writing/Literacy Leadership Committee to develop strategies in close reading. Science teachers implement standards based on lessons built around the 5E instructional model. Teachers will use supplemental texts, including shorter, challenging and technical passages that elicit close reading and re-reading. Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in the science content. Strategies include text marking, graphic organizers and summarizing. 	<p>Science department will make a rubric to measure performance.</p> <p>Administrators monitor and support the implementation of literacy in the science content area – including the use of grade appropriate complex texts in Science classes.</p> <p>Formative assessments</p> <p>PLC collaboration</p>
<p>Science teachers will implement purpose setting and confirmation of learning, inquiry based - student centered instruction, and the usage of data to differentiate and scaffold instruction.</p>	

<ul style="list-style-type: none"> Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use data to gauge student mastery of the standard. <p>Science teachers will receive professional development from the ELA/Reading Departments to develop strategies in close reading.</p> <ul style="list-style-type: none"> Science Teachers will utilize data to differentiate and scaffold instruction to increase student performance. Teachers meet in PLCs at least monthly to review student data and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness. 	<p>Administrative walk through(s) and giving feedback to teachers.</p> <p>Administrators visit classroom(s) and provide feedback to teacher(s) to determine next steps.</p> <p>Administration monitors, identifies trends and make plans to increase the amount of students' science achievement.</p>
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Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Career-Technical	Goal Manager: Robert Vicari, Robin Romblad, Evan Hedrick
<p>For Career-Technical: To increase the number of enrolled students in MOS bundle pass rate from 40 to 50% by May 2018 as measured by Industry Certifications.</p> <p>To increase digital certifications by 10% by May 2018 as measured by Industry Certifications.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Enroll 8th grade students to earn high school credit in the entry level technology elective “Digital Information Technology”, DIT. Students will work on using technology for career planning, career advancement, business fundamentals and on obtaining industry certifications in Microsoft Office Software (MOS); Word, Excel and PowerPoint.</p>	<p>Increase in the number of students passing the Industry certifications for the MOS Bundle.</p> <p>(Carwise Middle....Industry Certification Leader in PCSs! 215 in 2015/16 ... 316 in 2016-17! We had the first middle school students to obtain Microsoft Expert and Adobe Certs as well.</p>

	An FBLA State competition 1 st place winner, 6 finalists at the FL State competition in Orlando.)
Enroll 7 th and 8 th grade students in “Computer Applications in Business”, CAB courses designed to expose students to career readiness and digital literacy while utilizing Microsoft software; Word, Excel, PowerPoint and Access.	Increase in the number of students passing digital certifications for Microsoft software.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Pam Himmel
For STEM: A minimum increase of 5% of minority students will enroll in STEM Academy by January 2018 as measured by STEM Academy attendance.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> Teachers will maintain an after school STEM Academy to increase access to STEM content for all students. Teachers will use STEM inquiry projects throughout the 26 week program to engage students in higher order thinking, problem solving and technology/engineering design. Technology will be used with students in creative and innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. Opportunities for collaboration, communication and critical thinking will be embedded in the STEM curricula. 	Participation and attendance in the STEM program; completion of STEM projects. An increase in the number of students who will present projects at the USF STEM Expo Fair as compared to last year.
<p>STEM teacher(s) will promote and communicate STEM opportunities; applying rigorous Science, Technology, Engineering and Mathematics content to all students.</p> <ul style="list-style-type: none"> Facilitator will promote enrollment in STEM to attract minority students and girls at all grade levels. Cooperation with guidance counselors, Science & Math teachers will inform students about STEM. Continuation of STEM representation at “Shark Orientation” so incoming 6th graders will be informed about the STEM Academy. 	Roster for STEM Academy will reflect the diversity of the school’s population as measured by FOCUS ethnic determination.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

<p>Goal Name: SS Civics</p>	<p>Goal Manager: Brandi Alahouzos/Jamie Colver</p>
<p>For SS Civics: A minimum of 90% of all students will demonstrate proficiency by May 2018 as measured by the Civics EOC.</p>	
<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>
<p>Teachers engage students in instructional activities that increase academic rigor and higher order thinking skills.</p> <ul style="list-style-type: none"> • Teachers work in PLC groups once a month to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks. • Teachers provide students with exposure to a variety of primary source documents at varying complexities throughout the year and the time to struggle through the document analysis process with an emphasis on collaborative structures and student centered conversation. • Teachers receive professional development around assessment writing and the development of learning goals and scales to support the inclusion of higher order thinking skills in the social studies content area. • Teachers include AVID strategies daily to support students achievement at all levels. <p>Teachers incorporate instructional activities that support student success with the LAFS within the social studies curriculum.</p> <ul style="list-style-type: none"> • Social studies teachers will continue to integrate LAFS for Literacy into the Social Studies curriculum working closely with the Writing/Literacy Leadership team. • An Advanced US History class for 6th grade was added this year to ensure rigor is provided through history classes. These classes will participate in the National History Day competition. 	<p>Minutes from PLCs that are published to administration.</p> <p>Administration reviews lesson plans and evidence actions through walk-throughs.</p> <p>On each of the PMTs, CMS students will maintain an 8% higher score than the Pinellas county average.</p> <p>Administration reviews lesson plans and evidence actions through walk-throughs.</p> <p>Analyze summative and formative assessments, Performance Matters (on Unify) and incorporate remediation into daily bell work; data chats are conducted with students and shared with other teachers.</p>
<p>Social studies teachers will utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.</p> <ul style="list-style-type: none"> • Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of the course content. 	<p>An increase in ELL student achievement as measured by student grades and PMT scores.</p>

<ul style="list-style-type: none"> • Teachers meet in monthly PLC’s to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks. • Administrators monitor implementation of lessons based on data and established learning goals through walkthroughs and offer support in deciding on next steps for improvement and instruction. • Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting. • Teachers will receive professional development around tracking student data based on the instructional needs identified through the creation of learning goals and scales and progress monitoring assessments. 	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College and Career Readiness	Goal Manager: Brandi Alahouzos/Kalyn Schreiner
For College and Career Readiness: 10% of the student population will attend college related field trip(s) by May 2018.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Planning and procurement of transportation.	Permission slips; attendance/roster.
Field trip.	Student artifact.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Asimina Patton
African American students will increase learning gains on the FSA in ELA reading by 5% or more. BTG Plan communicated to all teachers.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Teachers will differentiate instruction for African American students and put positive behaviors in place. • Ensure rigor in 100% of classrooms daily. • Culturally responsive instruction. 	Lesson plans will include documented differentiated instruction and positive behavior supports for African American students.

<ul style="list-style-type: none"> • Restorative practices. • ELP encouraged for struggling students. 	
<ul style="list-style-type: none"> • Administration and teachers will provide and encourage African American students to attend a variety of enrichment activities including STEM, CCN crew and Multi-cultural club. • Teachers will use materials (books, resources and technology) that are culturally responsible, emphasizing collaborative structures and student-centered conversations. • Continuously monitor the percentage of African American students enrolled in AVID and advanced level rigorous courses. AVID teachers will provide African American role models and all teachers will provide outreach for struggling African American students to monitor their success. • Each African American student will be assigned a mentor. The mentor will meet with the student 3-4 times a month to review academic performance, ensure individual supports are in place wherever needed, and celebrate successes and accomplishments. This mentor will serve in a case manager style role, developing an individual learner profile and success plan for their student. 	<p>African American students' attendance in enrichment clubs and/or rigorous courses will increase by 5%.</p>

Subgroup Goal (ELL)	Goal Manager: Asimina Patton/Kalyn Shreiner
ELL students will increase learning gains by 3% or more on CELLA towards proficiency.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELA and content area teachers will provide accommodations and strategies that promote instruction and understanding.	Students' scores on CELLA will increase by 5%.
All content areas will implement ELL strategies that promote literacy.	Teachers will document ELL strategies in weekly lesson plans.

Subgroup Goal (ESE)	Goal Manager: Sue Kately
ESE students will increase learning gains by 3% or more by May 2018 as measured by the FAA	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
MMI Teachers will meet in professional learning communities at least monthly to discuss and review students' placements, strategies being used, and feedback on these two issues.	Students' scores on Florida Alternate Assessments will increase by 5%.

Teachers will share strategies and practices being used that are successful. Teachers will incorporate technology into their lessons to introduce new concepts and enrich already taught concepts.	Administrators will conduct walkthroughs and check lesson plans for evidence of rigor and differentiation of instruction.
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Shannan Tyson
Work toward Bronze Level recognition with the Alliance for a Healthier Generation by May 2018 as evidenced by additional opportunities for more physical movement for staff and students.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2018.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment.</p>	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	80	69	72					241	21.6%
Students with excessive absences / below 90%	35	40	62					137	12.3%

Students with excessive behavior / discipline**	1	4	5					10	0.8%
Students with excessive course failures**	0	4	0					4	0.3%
Students exhibiting two or more Early Warning indicators	10	10	14					34	3%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

 **EWS - Attendance**

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school 10% or more by 5% by May 2018 as measured by FOCUS attendance reports.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Bi-monthly child study team meet, including all required members, that address students that have missed 10% or more of school and look for trends of why students are not attending school.		Attendance improvement recorded in FOCUS.
Administrators, Counselors, Behavior Specialist, ESE Liaison, Social Worker, Attendance Specialist, and Clerks follow up with students and parents to develop and implement interventions that target identified reasons/barriers to school attendance.		Attendance improvement recorded in FOCUS.
Ensure that families are aware of the importance of attendance by engaging them in attendance related activities.		Attendance improvement recorded in FOCUS.
Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers that our students miss school.		Completed PSW.
Review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If “pending” is the most frequently used code then call home to find out WHY student are missing school.		Documentation of parent contacts.
Utilize the new attendance letters that include graphs comparing the absences of peers.		Clerks entering new codes in Focus.
Develop attendance incentive programs and competitions.		Students are rewarded quarterly and annually for perfect attendance. Individual incentive programs are developed with the Guidance Counselor and the student.

EWS - Discipline

Discipline Goal	
Please ensure that your goal is written as a SMART goal.	
Foster a positive school culture by increasing positive rewards by 10% by May 2018 as evidenced by student recognition.	
The percentage of students with excessive referrals (10+) will decrease by 3% by May 2018 as measured by FOCUS reports.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Reinforce the school mission statement through weekly RtI lessons administered in every classroom. Students are reminded of the student expectations and rewarded by "Shark Bite" tokens. These "Shark Bites" are given to students who demonstrate adherence to the Student Expectations.	An increase in weekly shark bites turned in at grade level lunches.
Teachers, students and staff will recommend "Heroes of the Day" recognizing positive behaviors and citizenship.	An increase of students recognized as "Heroes of the Day" throughout the school year.
Teachers and staff mentor students to show empathy toward their academic and social success. Kiddos are awarded to students who go above and beyond to help others. These students are entered into a drawing for gift cards and other prizes. Mentors meet with students regularly to show concern for their well-being.	A decrease in academic concerns and discipline referrals.
Teachers intervene early to prevent smaller conflicts from escalating and deal with discipline infractions as teachable moments. PD is offered to teachers/staff needing improvement in these areas. Teachers will implement Restorative Practices based on PLC trainings.	A decrease of discipline referrals and suspensions.

Discipline Goal – Other (as needed)	
Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success


EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

The Extended Learning Program (ELP) is facilitated by teachers who provide before and after school academic assistance. A community site for ELP and Course Recovery was opened in 2016 and will continue; All teachers are encouraged to use the ZAP program (Zeroes Aren't Permitted), whereby students are given incomplete classroom assignments to work on during their lunch periods; Teachers facilitate before or after school tutoring of students who may need additional assistance; The National Junior Honor Society members tutor students weekly through ELP; Mentors are assigned to students who are in need of additional support; AVID strategies are incorporated into each classroom; tutors are provided to AVID students; The MTSS/ RtI team meets to track learning goals; Periodic progress reports are sent home at least once each grading period; The behavior specialist and ESE/TSA liaison collects and analyzes data for FBAs and PBIPs and meets with teachers, parents, and students to problem solve; The Child Study Team meets twice a month to discuss students with chronic attendance issues; The attendance specialist and school social worker meet with parents to help find solutions to difficult family situations to improve attendance; Enrichment programs are offered before and after school to increase student participation and interest; Course Recovery classes are available as necessary when students show poor academic progress; Guidance counselors and administrators monitor academic progress weekly for struggling students to track learning goals; MTSS/SBLT analyzes student data to help close the achievement gap.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
An increase of 5% in the number of students who utilize ELP and Course Recovery throughout the school year (at Carwise or a community site) as measured by attendance.	

Actions / Activities in Support of Goal	Evidence to Measure Success
ELP will start in September; Students will be invited to attend through phone calls, flyers, and teacher emails. ELP will continue throughout the year.	Data to measure the necessity for ELP will be gathered from classroom teachers by Guidance Counselors and Administrators. Attendance will be taken at ELP at Carwise and offsite.
Course Recovery will begin in January in order to allow students the most possible time to recover semester one credits. Parents will be informed of the opportunity through phone calls, letters, email and flyers.	Failure data will be gathered by Guidance Counselors and Administrators.

 **Section 3** – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	69	% with advanced degrees	43.4%
% receiving effective rating or higher		% first-year teachers	0%
% highly qualified (HQT)*	78.3%	% with 1-5 years of experience	14.4%
% certified in-field**	100%	% with 6-14 years of experience	42%
% ESOL endorsed	46.3%	% with 15 or more years of experience	43.4%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

We recruit highly effective teachers and gather data to determine that needs are fulfilled in high-need academic areas. We retain excellent teachers by implementing a new teacher orientation program with mentors and recognition programs (i.e., “Teacher of the Week” parking, Selection of “Teacher of the Month”, chocolate, hand soap, Kudos awards, breakfast, lunch, FSA cake, birthday cards, etc.) and ensure that all teachers receive the support they need to be highly effective.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Robert	Vicari	White	Principal
Matthew	Little	White	Teacher
Teresa	Bynum	White	Support Employee
Hilman	Reed	Black	Parent
Danita	Wright	White	Parent
James	Macchiarola	White	Business/Community
Chris	Crowell	White	Business/Community
Daphne	Dixon-Reed	Black	Parent
Helibeth	Vivas	Hispanic	Parent
Sylvie	Bateman	Hispanic	Support Employee
Annette	Tesmer	White	Teacher
Sue	Elsey	Asian	Teacher
Rebecca	Eden	White	Teacher
Tracie	Dominguez	Hispanic	Parent
Monica	Anestin	Black	Support Employee
Gina	Cassa	White	Parent
Andrea	VonThaden	White	Parent
Erica	Barrera	White	Parent
Danita	Wright	White	Parent
Lathea	Bowen	White	Parent



SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
Shark Camp - Phone calls, Posted on school marquee and website.	

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No*	Committee Approval Date: 8/15/2017
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*August 15, 2017 – First SAC meeting

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Jennifer McGinnis
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Please state the days / intervals that your team meets below.
1 st Wednesday of every month – SBLT, MTSS/RtI 3 rd Wednesday of every month – MTSS/RtI

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

Purchase 45 Geometry workbooks -- \$315. AVID field trip -- \$225. -- TDEs Webmaster -- \$200. Magazines to promote literacy and awareness of current events: Action Magazine (Elsey) – 25 ea @ \$9.49 = \$237.25 Jr. Scholastic (Bowen) – 25 ea @\$8.49 = \$212.25 Science World (Fergusson) – 75 ea @ \$9.49 = \$711.75 Scope Magazine (Alexander) – 25 ea @ \$9.99 = \$249.75 10% Shipping & Handling = \$141.10 Magazine total = \$1,552.10 Graphing calculators = 22 ea @ \$84.79 = \$1,865.38 USB headsets 75 ea@ \$8.60 = \$645 Balance will be used for classroom materials.
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