



School Improvement Plan 2017-18

Pinellas Gulf Coast Academy

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Profile

Principal: Bonnie Solinsky	SAC Chair: N/A
-----------------------------------	-----------------------

School Vision	100% Student Success
----------------------	----------------------

School Mission	Educate and prepare each student for college, career, and life.
-----------------------	---

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
191	1	12	25.7	4.2	56.5	.5

School Grade	2017: No Grade	2016: No Grade	2015: No Grade	Title 1 School?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---------------------	--------------------------	--------------------------	--------------------------	------------------------	---	-----------------------------

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												
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Bonnie	Solinsky	FT	4-10 years
Assistant Principal	Lenethe	Walker-Cowart	FT	1-3 years
Counselor	Jennifer	Compton	FT	1-3 years

Total Instructional Staff:		Total Support Staff:		



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).

PGCA is a small school meeting student needs by providing two sessions. At each session, students are “wanded” upon entry in an effort to provide a safe learning environment. The environment is highly structured and rules are consistent. Students and families are informed of the school-wide expectations at orientation and further, these expectations are consistently reinforced in the classrooms. Student phones and personal items are securely locked during each session. In addition, we are served by two resource officers and have security cameras positioned both inside and outside the facility. Staff is expected to build positive, respectful, and safe relationships with students. Staff consistently recognizes student success and positive behavior by verbal acknowledgement and displayed student recognition and awards.

Our school Guidelines For Success define important behaviors and attitudes by which all students conduct themselves at Pinellas Gulf Coast Academy:

Be respectful and courteous in your words and actions.

- Is polite to adults, peers, and the school
- Actively listens to others without interruption
- Acts with thoughtful and sympathetic regard
- Is open to resolving conflicts
- Demonstrates respect towards other’s feelings
- Maintains awareness of behavior expectations
- Demonstrates respect towards other’s feelings
- Maintains awareness of behavior expectations

Be on time and prepared to learn every day.

- Comes to class prepared
- Pays attention and resists distractions
- Begins work rather than procrastinating
- Remembers and follows directions
- Accepts criticism as a tool for change
- Controls emotions in stressful situations
- Believes that effort will improve his or her future
- Expects the most favorable outcome in all situations
- Asks and answers questions to deepen understanding
- Initiates and completes tasks
- Learns from mistakes without giving up
- Works independently and with others

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?

There is a school-wide, tiered system for behavior which has been developed by the administration and staff. All are expected to consistently abide by the school-wide expectations. Teachers have been trained on actions to take at each behavioral level. Expectations are posted in each classroom; teachers review expectations during morning announcements and as new students enroll. In addition, expectations are presented at orientation. The school's main focus is on both proactive and positive communication. Teachers are expected to have parental contact on a regular basis to report positive information such as progress, behavior, etc. Students' reaction to such calls reinforces continuous positive behavior. For those times that parents must be contacted about concerns, teachers are trained to also identify positive attributes. To ensure equitable implementation of school expectations, students' individual behavioral needs are fully considered in establishing a course of action. Further, redirection protocols have been established to equitably document and redirect level one student behaviors, and if necessary, refer students to the PBIS team.

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.

School-wide expectations are posted throughout the classrooms. Teachers teach and re-teach the expectations in the beginning of the year, when new students enroll, and when they need to be reinforced. Support will be ongoing to meet students' social, emotional, and academic needs throughout the year. Teachers will inform appropriate staff of any questions and concerns. If needed, such concerns can be further addressed by the MTSS committee. This committee, or appropriate staff and lead teachers will relay this information to the team teachers. The problem solving process is used for behavioral, academic, social, and emotional concerns and through this process, a multi-tiered system of support is developed.

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?

Classroom teachers are available to meet with the students when they need support. These meetings consist of applicable data chats to include consistent attendance, behavioral, and academic progress monitoring. When additional supports are needed, the Social Worker and/or Psychologist are available. Administrators are also available to meet with students on an as-needed basis.

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).

Our data sources include attendance, behavior, credits earned, graduation rate, ESE and ESOL needs, test history and teacher/support staff observations. Management systems will include district Focus system, Pearson, Performance Matters, and APEX Learning data. Teachers and staff regularly monitor and document this data to identify students who may need additional supports. The additional supports include staff mentoring, small group counseling and individual counseling as well. We will also use check in/check out as well as strategically providing these students with opportunities to attend Girlfriends and 5000 Role Models meetings.

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?

To ensure that all staff members have high expectations for the success of all students' learning, school leadership encourages and requires ongoing professional development. Data is gathered from APEX Learning, as well as continued formative and summative assessment, testing results, and performance disaggregated by student subgroup and reviewed by leadership with staff. This will direct teachers to differentiate instruction and explore varied learning opportunities including: staff district wide trainings, PLCs, mentoring, and other applicable professional development.

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?	
Goal: To improve culture and climate through the implementation of restorative practices and circles.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
To participate in restorative practice training. To implement restorative practices in our connecting room. With guided support, the restorative practice leadership team will support teachers in learning, practicing, and role-playing. Administrators will use quantitative and qualitative data to ensure implementation is happening throughout the building.	All faculty, staff, and administrators
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.	
Goal: To continue to have a 0% Risk Ratio for discipline and to close the learning gaps between Black and Non-Black students by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will provide small group and direct instruction based on students' needs. Teachers will also have consistent expectations for behavior and academics that crosses all subgroups. Struggling students will be identified early on and will receive additional supports aligned with their needs.	All faculty, staff, and administrators



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?

Our blended learning model requires students to participate in a combination of teacher-directed instruction and independent online completion of courses. Both the online curriculum and teacher-directed lessons are expected to be aligned to Florida Standards. Direct instruction lesson plans are regularly submitted and reviewed by administration. Students are provided supplemental materials to reinforce mastery of Florida Standards. Targeted small group direct instruction regularly augments the APEX Learning program. Such targeted direct instruction is provided to fill in the gaps, where needed, in order to cover all standards. Notable successes include a marked increase in students passing the FSA, achieving passing concordant scores on the ACT, SAT, and PERT examinations, as well as a projected increase in our graduation rate.

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?

School-wide areas of improvement include: initial implementation of the APEX Learning program to increase rigor and fidelity of standards implementation, targeting instruction to specific needs of subgroups as identified by data to increase student engagement. Data to be reviewed will include online learning program data, state assessments, and anecdotal records.

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.

Data is collected through APEX Learning quizzes and tests, through verbal discussion, one-on-one conferencing, lab work, course activities, and state assessments such as the FSA and EOCs. Data is used to identify strengths and weaknesses of students, guide instruction, and to form small groups.

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).

The school counselor and principal will meet with each student and develop a graduation plan. Earned credits are calculated and a plan is individually designed for each student. Progress is monitored by the counselor and principal, and frequent updates are conducted as credits are earned. Parents are also notified, provided a copy of the student's graduation plan, and invited to attend a cohort informational meeting. Further, transitional support will occur via college/vocational career counseling and job coaching to provide post-secondary planning. These efforts include career exploration, college visits, assistance in completing FAFSA and college applications. ACT and SAT preparation occurs both onsite and off-campus via Khan Academy. These tests are also regularly administered onsite.

Standards-Based Instruction / Key Goals and Strategies

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?	
Standards-based teaching and learning will be improved through effective implementation of our blended learning instructional model. Implementation strategies will include rotation models, content-contained classrooms, ongoing progress monitoring, review of lessons plans, and upholding appropriate rigor via the usage of learning goals and scales.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through APEX Learning data, formative assessments from direct instruction, verbal discussions, conferencing, number of credits earned, state/national assessment scores, and graduation rates. Data is analyzed in PLCs, collaborative planning, and team meetings.	Teachers and administration
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?	
Improve culturally responsive instruction. Using student interest surveys, instruction will be improved via personalized and project-based learning geared towards student individual needs.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through APEX Learning data, lesson plans, walkthrough data, and student project portfolios. Data is analyzed in PLCs, collaborative planning, and team meetings.	Teachers and administration
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

Developing clear and concise classroom management and procedures.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through classroom observations, incident reports, choice sheets, and Focus data.	Teachers and administration



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.

Based on survey results we plan to continue to build collegiality among staff. Each teacher will be provided time for increased collaborative planning. Additionally, teachers meet weekly in cross-content team meetings to support individual growth and implement learning strategies across multiple areas of our curriculum.

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.

Four collaborative cross-content teams have been established to support ongoing review of student data. An example of the schedule is below. These teams regularly review cohort, progress, and testing data to support teachers in establishing and adhering to best practices for improved student engagement and learning. Further, each team daily engages in shared planning that permits ongoing collaboration and review. Additionally, regular PLCs – both cross-content and departmental - are conducted to further teacher and staff opportunities for meaningful collaboration.

TEAM ONE MEETINGS 2017-2018

MEMBERS: CARTER, KLEIN, KUNZ, KLASKOW, TAYLOR, TURNER, WILD

MEETING TIME: 10:33-11:23 A.M. **LOCATION:** CONFERENCE ROOM

TM=Team Mtg.

**C=Committee Mtg.
(SIP)**

AL=Apex Learning

MEETING DATES

August:
Aug. 15 - TM

September:
Sept. 5 – TM

October:
Oct. 3 - TM

Aug. 22 – C Aug. 29 – AL	Sept. 12 – C Sept. 19 – TM Sept. 26 – AL	Oct. 10 - C Oct. 17 – TM Oct. 24 – AL Oct. 31- TM
November: Nov. 7 – TM Nov. 14 – C – AL	December: Dec. 5 – TM Dec. 12 – C Dec. 19- AL	January: Jan. 9 - TM Jan. 16 - C Jan. 23 - TM Jan. 30 – AL
February: Feb. 6 – TM Feb. 13– C Feb. 20 – TM Feb. 27 – AL	March: Mar. 6 – TM Mar. 13 – C Mar. 20 – AL	April: NO Mtgs - Testing
		May: May 1 - TM May 8 - C May 15 - TM May 22 - AL

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?

Learning Goals and Scales- Monthly PLC's and professional development days. Discussion of Learning Goals and Scales in PLC's and team planning meetings. Teacher implementation of Marzano Framework has improved. Evidence includes lesson plans, posted scales, observations, and walk-throughs. Our next steps to ensure further refinement of the use of Marzano Framework includes team meetings, trainings, and specific training for new instructional staff.

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?
APEX Learning	Summer/Pre-	All Teachers	To implement with fidelity a new

	School		online learning program.
Office 365	Pre-School	All Staff	To improve the usage of the program, improve communication, and collaboration.
NetSupport	Pre-School	All Staff	To improve the usage of the program as an effective teaching tool.
Advanced implementation of a blended learning model	Ongoing	All Teachers	To further improve and fully integrate online and teacher-directed instruction.
ALICE	Pre-School	All Staff	To improve school and safety awareness strategies.
Child Abuse	Pre-School	All Staff	To improve the awareness of signs and intervention strategies relating to child abuse.
Suicide Prevention	Pre-School	All Staff	To improve the awareness of signs and intervention strategies relating to suicide.
School-wide Wellness	Ongoing	All Staff	To improve the wellness of the school and meet our healthy school goal.

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).

Parents and appropriate community members are provided access to students’ course progress through the Coaching feature in APEX Learning. Reading course progress, as well as all completed academic credits and GPA information, can be readily accessed through the district’s portal website. Additionally, each teacher regularly contacts parents to discuss positive attributes of students, as well as any ongoing areas of concern. At each orientation, parents are instructed in utilization of progress monitoring systems, provided essential contact information, and invited to participate in upcoming school activities.

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.

Parents may also access the website for updates on upcoming events, important information, email

addresses of each staff member, and state of the school report. Additionally, parents are notified of events and information through the use of the district's school messenger system. Parents are encouraged to check student progress on APEX Learning, and call, stop by, or email any staff member to discuss their child's progress. If warranted, parent/teacher conferences will be scheduled. Further, subgroup specific meetings, such as cohort, Title I, and ESOL, occur monthly.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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"/>

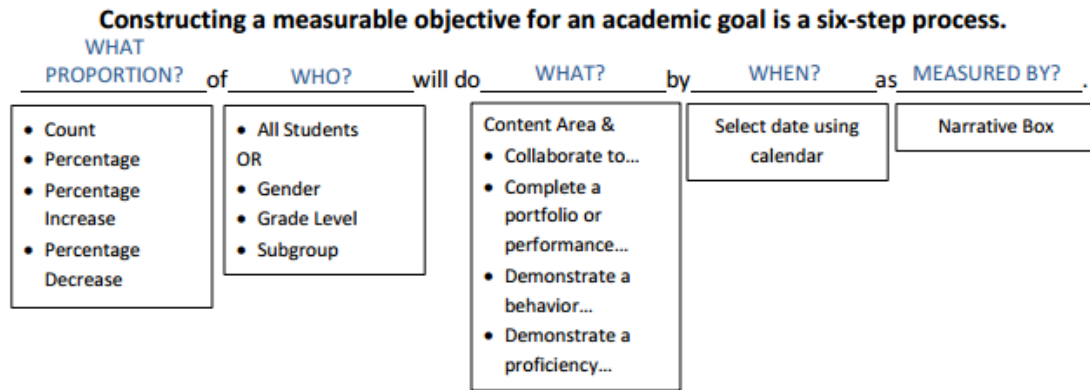
*Note: Please use your own school data resources or best estimates in completing this inventory.

 **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?	
Goal: Engage parents in regular cohort meetings that cover student progress towards graduation.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Contact every family and encourage attendance at cohort meetings.	Counselors, teachers, administration
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?	
Goal: The school will develop strategic community partnerships.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Staff and students will have the opportunity to participate in needs assessments, community resources mapping, and community partnerships. Further, students will have the opportunity to participate in service clubs and community volunteering.	Counselors, teachers, administration
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: Karen Klein
10% or more of students taking the ELA FSA, SAT, and ACT Reading will attain academic achievement growth towards graduation.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<ul style="list-style-type: none"> * Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to LAFS. * ELA teachers individualize direct instruction based on APEX data and small group formative assessments. * ELA and Reading teachers conduct data chats to support students in setting goals to increase student performance on formative and summative assessments. 	<ul style="list-style-type: none"> * APEX records * RI scores * FSA assessments * Write Score assessments * ACT Reading scores * SAT Reading and Language scores
<ul style="list-style-type: none"> * ELA and reading teachers utilize data from formative and summative assessments to differentiate and scaffold instruction in Apex and direct instruction to increase 	<ul style="list-style-type: none"> * APEX records * RI scores

<p>student performance.</p> <p>* Teachers provide students with relevant research and writing opportunities through direct and Apex instruction, as well as Project Based Learning.</p>	<p>*FSA assessments</p> <p>*Write Score assessments</p> <p>*ACT Reading scores</p> <p>*SAT Reading and Language scores</p>
---	--

Mathematics Goal Goal Manager: Shelly Kunz	
<p>All students, with 80% or better attendance, will make gains towards attainment of state proficiency rates using Florida Standards assessment comparisons, including gains for each subgroup.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>* Math teachers will coordinate with the MTSS team to improve attendance.</p> <p>*Math teachers will coordinate with our ELL team to put plans in place to increase productivity in Apex and improve test scores for our ELL students.</p> <p>*Math teachers will coordinate with our ESE team to put plans in place to increase productivity in Apex and improve test scores for our ESE students.</p> <p>* Math teachers utilize data to differentiate and scaffold instruction to increase student performance for all students.</p>	<p>* APEX records</p> <p>* PERT assessments</p> <p>* FSA assessments</p> <p>* Attendance records</p>

Science Goal Goal Manager: Charles Turner	
<p>20% or more of students taking the Biology EOC will achieve a rating of proficient.</p>	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Teachers will incorporate reading strategies for complex text in direct instruction and independent reading tasks aligned with standards.</p>	<p>Students will demonstrate gains in reading comprehension as evidenced by recording their analysis of close reading and rereading of text in a reading journal.</p>

Student gains will be evaluated during monthly PLCs and activities revised to provide additional supports for struggling readers and greater challenges for improving readers.	Students will demonstrate success with increasingly complex text-dependent questions and gains in cycle assessment results.
--	---

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: Disciplinary Writing Instruction	Goal Manager: Adam Klaskow
All students who are enrolled in World History and/or US History will engage in explicit, disciplinary writing instruction.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Writing pretest/posttest to assess baseline writing skill and growth.	Instructional artifacts/rubrics/tracking sheets
Direct Instruction focused on explicit, disciplinary writing instruction.	Instructional artifacts/rubrics/tracking sheets

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College and Career Readiness	Goal Manager: Guidance Counselor, Media Specialist, Alice Taylor
Students will develop a working knowledge of college and career preparation tools and opportunities.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> * Each semester students will participate in a college and career fair that will include recruiters from colleges, technical schools and the military. * All students will participate in the Career Cruising Assessment * Project Based Learning career and college informational activities. *Students will access college and career planning resource station in the media center to aid in college planning and career guidance. *Students will identify and demonstrate positive work behaviors *Students will develop a personal career plan, including goals, 	<ul style="list-style-type: none"> * Student survey data * Career Cruising Assessment data * Assessments from project based learning. * Employer conferences, evaluations, and recommendations * Student Career Portfolio

objectives and strategies * Students will maintain a career portfolio documenting knowledge, skills, and experience.	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal	Goal Manager: Jennifer Schaffer
Employees will reach Bronze Level Status for Go365	
Actions / Activities in Support of Goal	Evidence to Measure Success
* Go365 on site check up * Go365 site informational presentation	* Teacher participation data * Go365 data

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Counselor
We will continue to use District DOP performance data to establish goals. The District target goal for African-American students to achieve satisfactory Reading scores is 43%.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Teachers will incorporate reading strategies for complex text in direct instruction and independent reading tasks aligned with standards.	Progress will be measured by course completions; scores on the ACT, SAT and FSA exams.

Subgroup Goal (ELL)	Goal Manager: Brittany Carter
All ELL students will move up at least one proficiency level in Reading, Writing, Listening, and Speaking. 50% of ELL students will reach proficiency in reading.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ESOL support in all content classes; Appropriate Developmental Language instruction determined by proficiency level; Levels 1-3 scheduled to receive DLA and Intensive Reading instruction with ESOL teacher;	Progress will be measured by course completions; scores on the ACT, SAT and FSA exams; and proficiency

Levels 4-6 scheduled to receive Intensive Reading instruction with non-ELL students.	levels on the annual ACCESS test.

Subgroup Goal (ESE)	Goal Manager: ESE Teacher
50% of ESE students will reach proficiency in reading.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Provide daily support to ESE students in content area classrooms.	Progress will be measured as evidenced in course completions and passing scores on the ACT, FSA/FCAT exams.

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	
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 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	5	15	30	29				79	41
Students with excessive absences / below 90 %	4	23	13	15				55	29
Students with excessive behavior / discipline**	0	2	3	4				9	5
Students with excessive course failures**	3	8	12	11				34	18
Students exhibiting two or more Early Warning indicators	6	23	59	52				140	73

*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 20% or more by 10%	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Parental contact via phone and email to be completed by teachers and administration, home visits-to be completed by attendance specialist. Daily monitoring of school wide attendance rate using attendance codes. Bi-weekly child study teams to address students who have missed 20% or more of school and look for trends of why students are not attending and develop interventions. We will utilize the new attendance letters that include graphs comparing the absences of peers. We will use our PSW to problem solve	Daily monitoring of school wide attendance rate.

root causes and barriers to our students attending regularly. Our team will also develop attendance incentive programs and competitions.	

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Student referrals will be reduced by 50% in each ethnic subgroup.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Classroom based interventions including positive reinforcement, recognition of student achievement, positive phone calls home.	Focus data, fewer referrals, and high frequency of student engagement in the classroom.
Created a new system of intervention – utilizing a “connecting room” where students reflect on their behavioral choices and have an opportunity to reengage in the classroom.	Fewer referrals, and high frequency of student engagement in the classroom

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.

Each cohort is analyzed for indicators that target students at risk of failure. Indicators include, attendance, GPA, credits and assessment results.
--

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: By cohort, 100% of students will be identified and supported with multiple levels of intervention.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Extend school hours and strategically place students with specific content teachers for additional support/tutoring.	Increase of credits, higher GPA, passing scores on assessments.

Section 3 – Required Items / Resources

Instructional Employees

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

*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.

The school's strategy is to recruit, develop and retain high qualified, certified-in-field, effective teachers by providing:

- *ongoing site based professional learning communities (PLCs)
- *ongoing district sponsored professional development that is aligned to Florida Standards
- * continuous feedback of informal and formal observations

SAC Compliance

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
------------------------------	-----------------------------	--------------------------

SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Lenethe Walker
---	-----------------------------	-----------------------------

Please state the days / intervals that your team meets below.

The MTSS Team will be meeting bi-weekly, tentative schedule below:

- August 25
- September 15, 29
- October 13, 27
- November 10
- December 8
- January 12, 26
- February 9, 23
- March 9, 23

April 13, 27

May 11

Our membership includes:

Assistant Principal

School Counselor

Curriculum Specialist

ESE Teacher

Job Coach

Psychologist

Social Worker

 **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.

SIP Funds will be used to purchase support materials for mathematics and ELA instruction. The Math team plans to purchase scientific calculators and subscriptions to relevant math periodicals. The ELA team plans to purchase hard copies of APEX reading materials to enhance literacy. The available monies will be equally distributed between the two academic areas.