



School Improvement Plan SY 2018-19

Pinellas Technical HS

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

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Continuous Improvement

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

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

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

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



A. Vision and Direction

School Profile

Principal:	Martha Giancola	SAC Chair:	Bill Koyotis
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School Vision	100% Student Success
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School Mission	To Prepare every student for career, college and life.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
192	3%	8%	14%	N/A	72%	3%

School Grade	2018: No Grade	2017: No Grade	2016: No Grade	Title I
				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Pinellas Technical High School will begin serving students in Core Academic areas for the first time during SY18-19 starting with students in grades 9 and 10. Florida Standards Assessment scores and school grade categories will be available following the SY18-19.

Industry Certification Rates	Building Trades and Construction Design Technology		Electricity		Nursing		Veterinary Assisting		Game and Simulation Programming		Commercial Arts	
	2018%	2017%	2018%	2017%	2018%	2017%	2018%	2017%	2018%	2017%	2018%	2017%
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Martha	Giancola	FT	1-3 years
Equity Champion	Kelsey	Karp	FT	1-3 years
ESE	Maureen	Mitchell	FT	1-3 years
Guidance/ELL	Michael	Ballard	FT	4-10 years
Climate and Culture	Chris	Juul	FT	1-3 years
Assistant Principal	Josh	Wolfenden	FT	Less than 1 year
Lead Teacher	Jodi	Kirk	FT	1-3 years
Total Instructional Staff:	14		Total Support Staff:	7.5



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Climate and Culture

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students engaged and connected to the school will increase throughout the year by 75 percent given a baseline of zero as the school opens in August 2018 as measured by student involvement in clubs, extra-curricular activities, parent attendance and surveys.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support an environment that is student-centered with rigor, then the number of all students will increase their responsibility for learning and teachers will implement strategies for releasing the learning back to students in the form of rigor.

3. Priority 3: Standards-based instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students on track for graduation will increase from 0% to 95% or better.



C. Monitoring and Achieving Improvement Priorities

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

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

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	Priority 3	Monitor the frequency and effectiveness of standards-based instruction in every classroom to ensure student achievement and learning gains	<ul style="list-style-type: none"> Classroom walkthroughs with formal and informal feedback Monitoring lesson plans for on-pace standards-based content 	Administrative team	Admin. Team Teachers	Weekly/Daily	<ul style="list-style-type: none"> Lesson plans reflect standards-based content and activities Classroom walkthroughs evidence on-pace standards-based delivery and student understanding of content.
2.	Tier 3 Problem-solving Team	Priority 1	Monitor progress of Tier 3 students and provide ample opportunities to engage them in activities that will shape their experience in the	<ul style="list-style-type: none"> Identify Tier 3 students through MTSS Personalize interventions for them and create pathways for 	MTSS team	Principal AP Guidance School Psych Soc. Wkr. Program teachers	Bimonthly at MTSS meetings with follow up to occur afterwards	<p>Decreased number of students that are identified as Tier 3</p> <p>Tier 3 students exhibit a decrease in behaviors that</p>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			school and in their program	<ul style="list-style-type: none"> participation in activities Remove barriers that exist or arise 		Extracurricular activity sponsors		identify them as Tier 3
3.	Equity Team	Priority 1	To ensure that equitable opportunity exists for all students to achieve academically, participate in every opportunity, and engage in everything that the school community has to offer	<ul style="list-style-type: none"> Monitor achievement and participation in activities to promote percentages that are consistent with the demographic breakdown of the school 	Kelsey Karp	Admin team Guidance Extracurricular activity sponsors	Monthly	<ul style="list-style-type: none"> Rates of achievement and participation in activities that are consistent with the school demographic breakdown for every subgroup represented in the school.
4.	Child Study Team	All Priorities	To implement processes that will ensure maximum student attendance in school	<ul style="list-style-type: none"> Meet Bimonthly to go over attendance reports and implement interventions for students who are missing significant numbers of days of school. 	Social Worker	Admin team Guidance SRO Attendance specialist	Bimonthly	<ul style="list-style-type: none"> Meeting minutes (submitted to Office of Social Work) Increased attendance rates Increased achievement
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Priority 2	To promote strategies that release the	<ul style="list-style-type: none"> Subject Area Leaders in PLCs will share 	Subject Area leaders: Johnson	All staff	Bimonthly in PLCs and	<ul style="list-style-type: none"> Lesson plans reflect activities that



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			learning to students and allow them to engage in productive struggle	the strategies that they implement to release the learning to students and offer to observe and/or be observed in the classroom	Morrison Roush Grant		in Staff meetings	engage students in productive struggle <ul style="list-style-type: none"> Classroom walkthroughs reflect activities that engage students in productive struggle PLC minutes reflect discussion of strategies to increase rigor
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Choose an item.		•				•
7.	PBIS Team	Priority 1	To establish a behavior intervention plan/program that focuses on building a positive culture that will make each student's school experience rewarding and meaningful	<ul style="list-style-type: none"> Utilize guidance, social worker, and admin team to communicate schoolwide expectations to scholars and families in a way that is positive, restorative, and focused on student success 	Social Worker	Guidance Admin team	Monthly	<ul style="list-style-type: none"> Maintain standard of zero discipline referrals written Positive feedback via survey from all stakeholders



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
8.	Family Engagement Team	Priority 1	Establish processes for engaging students and families and gather input from all stakeholders to drive climate and culture decisions	<ul style="list-style-type: none"> • Student surveys • Parent surveys • Business partner surveys • Extracurricular activity counts/feedback 	Principal, Assistant Principal, Extracurricular sponsors	Students, Teachers, families, Business partners, community members	Monthly	<ul style="list-style-type: none"> • Meeting minutes • Increased number of extracurricular opportunities available • Increased participation in extracurriculars • Positive feedback from all stakeholders via survey

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is undetermined since we are a brand new school. We expect our performance level to be determined by gathering baseline data and using data to identify interventions.
2. The problem/gap in behavior performance is occurring because N/A.
3. If Restorative practices and attention to SEL would occur, the problem would be reduced by (undetermined), as evidenced by a rate of discipline referrals that is substantially lower than the district average in other high schools. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by gathering baseline data throughout the first semester of school and identifying interventions that will be measured throughout the second semester.

5. SMART GOAL:

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

The referral risk (percentage of students receiving ODRs) of all students skipping classes or leaving campus without authorization will decrease from the baseline data gathered first semester to 10% less than the baseline data, as measured by disciplinary referral risk data from 2nd semester as compared to 1st semester.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

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

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Chris Juul 	<ul style="list-style-type: none"> • July 2nd and 3rd, 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Chris Juul 	<ul style="list-style-type: none"> • Summer 2018
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Chris Juul 	<ul style="list-style-type: none"> • Summer 2018
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Chris Juul 	<ul style="list-style-type: none"> • Fall 2018
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Chris Juul, Admin team 	<ul style="list-style-type: none"> • 2018/19

Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> Admin team 	<ul style="list-style-type: none"> 2018/19
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Admin team 	<ul style="list-style-type: none"> 2018/19

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices (IIRP)	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Family Engagement Strategies	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Classroom Management/ Relationship building, Best Classroom Practices- MTSS	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Introduction to Circle (IIRP)	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Training- Equity Champions will provide professional development at least quarterly	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching- Professional Development opportunities will be shared with staff and embedded within departmental and PLC meetings.	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is undetermined because we are a brand new school. We expect our performance level to be determined by gathering baseline data throughout the first semester.
2. The problem/gap in attendance is occurring because N/A.
3. If proactive attendance processes are established and maintained, the problem would be reduced by preventing attendance issues from becoming frequent.
4. We will analyze and review our data for effective implementation of our strategies by comparing baseline data gathered in the first semester against data for the second semester once interventions are identified and implemented.

5. SMART GOAL:

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

The percent of all students attending school regularly will increase from the baseline data gathered during the first semester to 10% higher, as measured by average daily attendance available in school profiles.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Choose Attendance Strategy
- Choose Attendance Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	DMT, admin team	Daily
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social worker, admin team	August
Develop and implement attendance incentive programs and competitions.	Social worker, Admin team	August
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Admin team, social worker	August
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social worker, admin team	Bi weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	School Psych, social worker, admin team	biweekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT	daily

8. MONITORING:

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices: RP team will train on RP whole school implementation during pre-school	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Marzano Framework: Admin team will train teachers on changes in the evaluation framework	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs: Focus on student data sharing, best practices, student-centered learning	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
MTSS: Changes and reviews	MTSS team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
SIP Training: Focus on data that will be gathered	All teachers, admin	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Safety training: Overview of safety processes and procedures	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

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

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

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

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

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



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 60% proficient, as evidenced in FSA ELA standardized test scores.
2. We expect our performance level to be proficient at 63% by the end of the 18/19 school year.
3. The problem/gap is occurring because undetermined as they are coming to us from different schools.
4. If standards-based instruction and alignment for rigor would occur, the problem would be reduced by an increase of 3% in proficiency and student learning gains would increase by at least 7%.

5. SMART GOALS:

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

The percent of all students scoring proficient on FSA ELA will increase from 60% to 63%, as measured by FSA ELA test scores.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement Reading Plus resources with all students outside of class time	Kim Johnson	weekly
Implement Teengagement program with Level 1s and 2s	Kim Johnson	weekly
Track student progress through cycle assessments and continue to work with district staff developers to identify strategies and resources to promote learning gains	Kim Johnson, Jen Duda, Dr. Hurley	quarterly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Core Connections: reading and writing strategies aligned to the standards and proven to show gains	Kim Johnson, English teacher	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Reading Plus training: a resource used outside of class instructional time to provide support for reading	Kim Johnson, English teacher	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teengagement training: provided through the district ELA office, Nicole Harrison	Kim Johnson, English teacher	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67% proficiency, as evidenced in 9th grade math FSA test scores.
2. We expect our performance level to be 69% proficient by the end of the 18/19 school year.
3. The problem/gap is occurring because undetermined because students are coming to us from a variety of schools.
4. If standards-based instruction and alignment for rigor would occur, the problem would be reduced by an increase of 2% proficiency and student learning gains would increase by at least 7%.

5. SMART GOALS:

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

The percent of all students scoring proficient on FSA Math will increase from 67% to 69%, as measured by FSA Math test scores.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Christian Morrison, Math teacher	monthly
Provide opportunities for in-school and after school tutoring tailored to students strengths and ability levels	Christian Morrison, Math teacher	Daily
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	All teachers	Quarterly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Math PD opportunities with district staff developers	Christian Morrison	<input checked="" type="checkbox"/> Priority 2, 3
Culturally Relevant Teaching	Christian Morrison	<input checked="" type="checkbox"/> Priority 1, 2, 3
Project-based learning PD		<input checked="" type="checkbox"/> Priority 1, 2, 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.,
2. We expect our performance level to be greater than 64% by Spring Assessment 2019.
3. The problem/gap is occurring because we are building our data set.

4. SMART GOALS:

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

The percent of all students achieving Biology proficiency will increase from 0% to 65% or better, as measured by Biology EOC.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement district provided Biology curriculum guide	Ivana Grant	Daily
Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Ivana Grant	Monthly
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	All teachers	Quarterly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC concentrating on applicable PBL	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	Ivana Grant	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project-based learning PD	Ivana Grant	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving): N/A

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.,
2. We expect our performance level to be 65% or better by the Spring Assessment 2019.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and rigorous activities would occur, the problem would be reduced by increasing our proficiency rate to 65% or better and student learning gains would increase from 0% to 75%.

5. SMART GOALS:

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

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement AVID strategies	Holly Roush	daily
Collaborate for PBL	Holly Roush	As dictated
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	All teachers	Quarterly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC to develop applicable PBL opportunities	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	Holly Roush	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project-based learning PD	Holly Rush	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be Bronze Level recognition with the Alliance for a Healthier Generation by the end of the 18/19 school year.
3. The problem/gap is occurring because we are building our data set.
4. If compliance with the action steps outlined below would occur, the problem would be reduced by 100% of our staff increasing healthy habits with consistency.

5. SMART GOALS:

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.</i>	Josh Wolfenden	Beginning of the school year
<i>Attend district-supported professional development</i>	Kristine Petrulis	When offered
<i>Complete Healthy Schools Program Assessment</i>	Kristine Petrulis	When offered
<i>Complete the SMART Snacks in School Documentation</i>	Richard "AJ" Mangas	When it is due
<i>Develop and Implement Healthy School Program Action Plan</i>	Kristine Petrulis	Beginning of the school year
<i>Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)</i>	Kristine Petrulis	When appropriate

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

- Priority 1
 Priority 2
 Priority 3
 Other

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<i>Healthy Schools Program Training Component #19545</i>	<i>Healthy School Team Members</i>	<input checked="" type="checkbox"/> Other Priority
<i>Healthy School Team A: Assessment Component #19534</i>	<i>Healthy School Team Members</i>	<input checked="" type="checkbox"/> Other Priority
<i>Healthy School Program B: Smart Snacks in School Component #19549</i>	<i>Healthy School Team Members</i>	<input checked="" type="checkbox"/> Other Priority
<i>Healthy School Team C: Developing and Implementing Action Plan Component #20528</i>	<i>Healthy School Team Members</i>	<input checked="" type="checkbox"/> Other Priority



Healthy School Team D: Celebrations Component #20530	Healthy School Team Members	<input checked="" type="checkbox"/> Other Priority
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G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 75% or better career/college ready by graduation for our first graduating class (May, 2021).
3. The problem/gap is occurring because we are building our data set.
4. If standards-based instruction and alignment for rigor would occur, the problem would be reduced by students earning industry certification, being better prepared to pass Dual Enrollment courses, or achieve a passing score on at least one AP exam.

5. SMART GOALS:

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

The percent of all students qualifying as career/college ready will increase from 0% to 75% or better, as measured by industry certifications earned, pass rate in Dual Enrollment courses, or achievement of a passing score on at least one AP exam.

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

- Intensify staff capacity to support students in successfully completing and attaining industry certification.
- Strengthen teacher implementation of rigorous instructional practices.
- Enhance access to opportunities for students to engage in advanced/acceleration coursework.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All students will be enrolled in industry certification coursework	Admin., Guidance	At registration
AP Potential report will be used to identify appropriate AP course offerings for students	Guidance	At registration
Dual enrollment offerings will be made available next year	Guidance	19/20 school year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Course registration development/training	Michael Ballard	<input type="checkbox"/> Priority 1



		<input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
AP Potential report training	Michael Ballard	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Dual enrollment process/procedure training	Michael Ballard	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving): N/A

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 95% or better by May, 2021.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by 95% or more students being on track for on-time graduation.

5. SMART GOALS:

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

The percent of all students on track for on-time graduation will increase from 0% to 95% or better, as measured by the state-reported graduation rate.

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

- Intensify graduation committee focus on data to plan interventions and supports for individual students.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
- Strengthen staff ability to engage students for on-track promotion throughout high school.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Freshman Experience SEL lessons	Anita Thompson	monthly
ELP offerings to allow for credit recovery in and out of school hours	Josh Wolfenden	weekly
Progress monitoring for graduation	Josh Wolfenden	Weekly in MTSS and CST

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

- Priority 1 Priority 2 Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training on using the cohort report	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
APEX training	Selected instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on ensuring effective processes for registration and withdrawal to minimize bad withdrawal codes	DMT	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

I. Building Trades and Construction Design Technology

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 75% or better by May, 2021.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by increasing our proficiency rate to 75% or better and student learning gains would increase by 75% or better.

5. SMART GOALS:

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

The percent of all students obtaining industry certification will increase from 0% to 75% or better, as measured by CAPE certification reporting.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Vince Volpe	Monthly
Provide opportunities for in-school and after school tutoring tailored to students strengths and ability levels	Vince Volpe	Daily
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math	All teachers	Quarterly



strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.		
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8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CTAE PD opportunities with district staff developers	Vince Volpe	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	Vince Volpe	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project-based learning PD	Vince Volpe	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

J. Commercial & Digital Arts

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 75% or better by May, 2021.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by increasing our proficiency rate to 75% or better and student learning gains would increase by 75% or better.

5. SMART GOALS:

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

The percent of all students obtaining industry certification will increase from 0% to 75% or better, as measured by CAPE certification reporting.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT	WHO	WHEN
are you doing to implement these strategies?	is leading this step?	is it occurring?



Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Chris Juul	Monthly
Provide opportunities for in-school and after school tutoring tailored to students strengths and ability levels	Chris Juul	Daily
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	Chris Juul	Quarterly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CTAE PD opportunities with district staff developers	Chris Juul	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	Chris Juul	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project-based learning PD	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

K. Electricity

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

- Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
- We expect our performance level to be 75% or better by May, 2021.
- The problem/gap is occurring because we are building our data set.
- If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by increasing our proficiency rate to 75% or better and student learning gains would increase by 75% or better.

5. SMART GOALS:

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

The percent of all students obtaining industry certification will increase from 0% to 75% or better, as measured by CAPE certification reporting.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.



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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Vince Volpe	Monthly
Provide opportunities for in-school and after school tutoring tailored to students strengths and ability levels	Vince Volpe	Daily
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	Vince Volpe	Quarterly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CTAE PD opportunities with district staff developers	Vince Volpe	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	Vince Volpe	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project-based learning PD	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

L. Nursing

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 75% or better by May, 2021.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by increasing our proficiency rate to 75% or better and student learning gains would increase by 75% or better.

5. SMART GOALS:



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

The percent of all students obtaining industry certification will increase from 0% to 75% or better, as measured by CAPE certification reporting.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Kristine Petrulis	Monthly
Provide opportunities for in-school and after school tutoring tailored to students strengths and ability levels	Kristine Petrulis	Daily
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	Kristine Petrulis	Quarterly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CTAE PD opportunities with district staff developers	Kristine Petrulis	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	Kristine Petrulis	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Project-based learning PD	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



M. Veterinary Assisting

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 75% or better by May, 2021.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by increasing our proficiency rate to 75% or better and student learning gains would increase by 75% or better.

5. SMART GOALS:

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

The percent of all students obtaining industry certification will increase from 0% to 75% or better, as measured by CAPE certification reporting.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Kelsey Karp/ Peggy Biram	Monthly
Provide opportunities for in-school and after school tutoring tailored to students strengths and ability levels	Kelsey Karp/ Peggy Biram	Daily
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	Kelsey Karp/ Peggy Biram	Quarterly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CTAE PD opportunities with district staff developers	Kelsey Karp/ Peggy Biram	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching	Kelsey Karp/ Peggy Biram	<input checked="" type="checkbox"/> Priority 1, 2, 3
Project-based learning PD	All teachers	<input checked="" type="checkbox"/> Priority 1, 2, 3



N. Game and Simulation Programming

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 75% or better by May, 2021.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by increasing our proficiency rate to 75% or better and student learning gains would increase by 75% or better.

5. SMART GOALS:

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

The percent of all students obtaining industry certification will increase from 0% to 75% or better, as measured by CAPE certification reporting.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Work closely with district staff developers to identify resources available and target opportunities for students to interface with said resources	Jodi Kirk	Monthly
Provide opportunities for in-school and after school tutoring tailored to students strengths and ability levels	Jodi Kirk	Daily
Establish a school culture that emphasizes the importance of project-based learning and cross-curricular collaboration to support math strategies in hands-on activities and provide opportunities for transfer of knowledge from one content area to others.	Jodi Kirk	Quarterly

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CTAE PD opportunities with district staff developers	Jodi Kirk	<input checked="" type="checkbox"/> Priority 2, 3
Culturally Relevant Teaching	Jodi Kirk	<input checked="" type="checkbox"/> Priority 1, 2, 3
Project-based learning PD	All teachers	<input checked="" type="checkbox"/> Priority 1, 2, 3



Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is not available as we are developing baseline for the new school that opens August 2018.
2. We expect our performance level to be 75% or better by May, 2019.
3. The problem/gap is occurring because we are building our data set.
4. If Standards-based instruction and alignment for rigor would occur, the problem would be reduced by increasing our proficiency rate to 75% or better.

5. SMART GOALS:

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

The percent of black students obtaining industry certification will increase from 0% to 75% or better, as measured by CAPE certification reporting.

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

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. 	<ul style="list-style-type: none"> • Black students will demonstrate learning gains consistent with those of the whole school
Student Achievement	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT). <input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. <input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 	<ul style="list-style-type: none"> • Proficiency rates of black students as measured by FSA ELA, Alg 1 EOC, and Biology EOC will be consistent with those of the school overall
Advanced Coursework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports. <input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. 	<ul style="list-style-type: none"> • Enrollment and achievement of black students will be consistent as a percentage with that of the school overall



Subgroup Goals

	<input checked="" type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners.	
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	<ul style="list-style-type: none"> Discipline rates for black students will be consistent as a percentage with that of the school overall
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> The percentage of black students identified as ESE will be consistent with that of the school overall
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Establish positive relationships with our current black staff members and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> The percentage of black staff members represented will be consistent with that of the district overall

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Planning to actively recruit black students to enroll in the school	Admin team	October - January
Planning to actively recruit highly qualified black teachers and staff members to work in the school	Admin team	March - May
Identifying black students on the AP Potential report and conferencing with them and their families to support them in registering for the most rigorous classes that are appropriate based on data	Guidance, Admin. team	March - April

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Work with district personnel in the Office of Advanced Studies and the Office of Communications to promote the school to the black community	Admin. team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Work with Human Resources and Content Area Supervisors to identify strategies for recruiting highly qualified black candidates for all positions	Admin. team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on the use of the AP Potential report to support enrollment in rigorous coursework for black students	Guidance, Admin. team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

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

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Develop 9th grade family nights for each semester 	<ul style="list-style-type: none"> Guidance 	<ul style="list-style-type: none"> Each semester
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Secure web-enabled devices for loan to students/families who don't have this resource available to them 	<ul style="list-style-type: none"> Community liaison, social worker 	<ul style="list-style-type: none"> August - October
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent education nights conducted through PTSA 	<ul style="list-style-type: none"> PTSA and Admin. team 	<ul style="list-style-type: none"> Quarterly
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Maintain active advisory boards 	<ul style="list-style-type: none"> Each Career Technical program teacher 	<ul style="list-style-type: none"> Quarterly

5. MONITORING:

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

Priority 1

Priority 2

Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training on systems within the building for hosting family nights (sound system, projectors, screens, etc...)	Admin. Team, Guidance	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training on function and processes related to advisory boards	Assistant Principal	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Marti	Giancola	White	Principal
Josh	Wolfenden	White	Other Instructional Employee
Cathlene	Burcham	White	Support Employee
Jarvis	Watts	Black	Support Employee
Caroline	Tytar	Asian	Student
Bill	Koyutis	White	Business/Community
Glenn	Gifford	White	Business/Community
Greg	Hood	White	Business/Community
Tim	Closterman	White	Business/Community
Chris	Eddings	White	Support Employee
Suzanne	Cruickshank	White	Parent
Jim	Gill	White	Business/Community
Larry	Souza	White	Business/Community
John	Lipka	White	Business/Community
Rya	Uttasing	Asian	Student

SAC COMPLIANCE

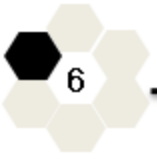
Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

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

Identify parents and students of diverse cultural backgrounds to represent the school through SAC membership

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

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



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	Technology	\$2000
		Click or tap here to enter text.
2.	Behavioral Support	\$ [Insert amount for category]
	Positive behavior incentives	\$500
		Click or tap here to enter text.
3.	Materials and Supplies	\$ [Insert amount for category]
	Student recognition	\$500
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	Registration fees	\$1000
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [Insert amount for category]
	TDEs for Project-based learning PD	\$1000
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	Support Student Ambassador program	\$500
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ \$5500		