

**Brevard Public Schools  
School Improvement Plan  
2015 – 2016**

**Name of School:**

Palm Bay Magnet High School

**Area:**

South

**Principal:**

John G. Thomas

**Area Superintendent:**

Dr. Mark Mullins

**SAC Chairperson:**

Patricia James and Dale Carter

**Superintendent: Dr. Desmond Blackburn**

**Mission Statement:**

Palm Bay Magnet High stakeholders provide a caring, supportive environment where students and faculty can collaborate on strong academics and life based education leading our students toward confident and competent community members.

**Vision Statement:**

Palm Bay Magnet High School will provide high quality, innovative instructional programs that promote choice, equity and diversity, and academic excellence for all students. We are committed to offering high interest S.T.E.A.M. related programs that excite and prepare our students to continue to a higher education or be viable to directly enter the work world.

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Stakeholders give input to administration through SAC meetings, department/faculty meetings, one on one meetings as requested and thru surveys. Our mission, vision and school improvement plan are shared with stakeholders on the PBMHS Website. There are two tabs; one for the School Improvement Plan and one for the School Advisory Council. In addition this information is communicated to the stakeholders via Blackboard Connect and at faculty and School Advisory Council meetings.

**School Improvement Plan  
2015-2016**

**Part 1: Planning for Student Achievement**

**RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:**

**What are the areas of successful professional practices and what data shows evidence of improvements?  
What are the concerns with professional practices and how are they revealed with data?**

On the 2015 Spring assessment for Algebra 1, we had a 16% increase in pass rate. We believe that this increase was indicative of professional development including Math Solutions, Talk Moves, student and teacher generated HOTS questioning, an introduction of common board configurations and common assessments used to track student learning.

Algebra 1 EOC scores increased by 16% to 58% passed, but is still below the state average for high schools and the district high school average of 64%. This subject area test was also a new test tied to FSA.

**What are the areas of successful student achievements and what data shows evidence of improvements?  
What are the concerns with student achievements and how are they revealed to the data?**

More middle school students are accelerating in math and taking Algebra 1 in 8<sup>th</sup> grade. The impact on high schools is that the lower achieving math students are those taking Algebra 1 in 9<sup>th</sup> grade. Of the 9<sup>th</sup> graders tested, 68.8% passed the Algebra 1 assessment which is 2.7% higher than the district average.

10<sup>th</sup> graders taking the Algebra 1 EOC scored significantly lower with just 34.6% passing out of 78 students tested.

**What other areas of strength or opportunity are revealed in data from leading indicators?**

The 10<sup>th</sup> grade FSA ELA assessment is a graduation requirement, therefore there is an urgency to improve student performance which fell 10% below the state average and 20% below the district average. Palm Bay Magnet High School's score was 44% passed.

September Fair testing revealed that level 1 and 2, 10<sup>th</sup> graders are struggling with reading comprehension and syntactic knowledge, scoring an average of 146 points below the state mean score for reading comprehension and 100 points below for syntactic knowledge.

**Analysis of Current Practices:**

**Describe action steps that have become non-negotiable, things that you will continue doing.**

The strategies below have become non-negotiables at Palm Bay Magnet High School. New teachers to the school will receive training in all areas. Returning teachers will be provided updates to ensure continued use of all strategies below.

1. School-Wide Text Based Writing Initiative
2. Thinking maps
3. Interactive Word Walls
4. Essential Questions Posted
5. Student generated HOTS questions
6. eBeam

7. Magnet Look-Fors (Collaboration, Technology Integration, Real World Integration, Student Discovery)
8. AVID
9. Classroom Mosaic (Web-based classroom walkthrough tool)

**Best Practice:**

**Based on research, as it relates to the data analysis above, what should be best practices in the class room?**

“A common board configuration (CBC) is a uniform, structured itinerary strategically located in the identical locale of each classroom for the purpose of helping students adapt to instructional routines and procedures” (Region III- Differentiated Accountability, 12/2009 Common Board Configuration). This practice will be implemented by teachers taking ownership of CBC criteria. Department heads will work with teachers to determine the various needs of subject areas when defining the components of CBC’s. Department heads will work with each other to collaborate on agreed components which will then be implemented school-wide. CBC’s establish the daily learning goal and expectations for student learning each day. This will engage students in the learning process and encourage teachers to consistently assess students’ daily learning which will improve student achievement.

*Talk Moves* will be implemented school-wide as a result of success experienced in the math classrooms. *Talk Moves* focuses on teacher discourse, reminding teachers to:

1. Revoice
2. Repeat
3. Reason
4. Add On
5. Wait Time

These strategies “support thinking, talk formats that provide different ways to organize students for conversation, and ideas for creating a classroom where respect and equal access to participation are valued norms” (Math Solutions Publications 2003).

Another practice that we are incorporating is Understanding by Design (UbD). Teachers are collaborating on designing units in PLC’s that are scheduled monthly. “UbD reflects the convergence of two interdependent ideas: 91) research on learning and cognition that highlights the centrality of teaching and assessing for understanding, and 92) a helpful and time-honored process for curriculum writing (Wiggins & McTighe, 2005). This way of thinking purposefully about their planning, will help teachers design units that will support our current practices and have lessons that incorporate differentiation.

**School-Based Goal:** What can be done to improve instructional effectiveness?

To increase student achievement and to continue to build a high performing STEAM/AVID learning culture, Palm Bay Magnet High School will focus on a more student center learning environment through the implementation of Common Board Configurations (CBC), Talk Moves, and the School Wide Text Based Writing Initiative.

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>Budget</b>	<b>In-Process Measure</b>
<p><b>1. Training teachers on the School-Wide Text Based Writing Initiative using FSA scoring rubric.</b></p> <p>(Previous year, FSA rubric was not released prior to writing professional development)</p>	<p>1. Provide faculty wide training on writing process and AVID WICOR</p> <p>2. Provide faculty training on FSA scoring rubrics</p> <p>3. Provide baseline data, from Spring 2015 FSA ELA scores and classroom walk-throughs.</p> <p>4. Teachers will input writing scores into Performance Matters for data analysis</p> <p>5. Review data from classroom walkthroughs and Performance Matters.</p>	<p>Administration Department Chairs Literacy Coach Math Coach AVID Coordinator Media Specialist</p>	<p>September 2015</p> <p>October 2015</p> <p>November 2015</p> <p>Quarterly writing tasks</p> <p>April 2016</p>	\$0.00	<p>-Classroom walk-throughs</p> <p>-Lesson Plans</p> <p>-Gallery Walks</p> <p>-Administrative monitoring of completion of student work samples (folders provided to teachers)</p>
<p><b>2. Time for teacher collaboration, planning and PLC group discussion and UbD.</b></p>	<p>1. Establish set meeting dates for the year.</p> <p>2. Utilize early release Wednesday's</p>	<p>Administration Department Chairs</p>	<p>August 2015</p> <p>August 2015-May 2016</p>	\$0.00	<p>-Sign in sheets</p> <p>-Agendas</p> <p>-Unit lesson plans</p> <p>-Administrative observations</p>
<p><b>3. Training teachers to implement Talk Moves</b></p>	<p>1. Train teachers on PD Wednesday</p> <p>2. Include in classroom walk-through tool.</p> <p>3. Provide all teachers with poster.</p> <p>4. Monitor use through observations/ classroom walk-</p>	<p>Administration Math Coach</p>	<p>September 2015</p> <p>September 2015</p> <p>September 2015</p> <p>September 2015-May 2016</p>	0.00	<p>-Administrative observations</p> <p>-Classroom walk-throughs</p>

	throughs. 5. Identify “Champion Teachers” to develop rubrics of best practices.		March 2016		
4. Lack of Common Board Configuration (CBC)	<p>1. Present CBC concept to instructional staff</p> <p>2. Department heads lead discussion in department meetings, determining components</p> <p>3. Department heads come together to share components and determine commonalities.</p> <p>4. Components/form at presented to instructional staff.</p> <p>5. Monitor use through observations/ classroom walk-throughs.</p> <p>6. Identify “Champion Teachers” to develop rubrics of best practices.</p>	Administration Department Heads	<p>September 2015</p> <p>September 2015-May 2016</p> <p>March 2016</p>	0.00	-Administrative observations -Classroom walk-throughs
5. Training teachers to implement AVID strategies and grow student enrollment in AVID program	<p>1. Develop AVID Site Team Plan</p> <p>2. Present professional development to include AVID strategies</p> <p>3. Train school counselors to help identify potential AVID students.</p>	Administration AVID Coordinator Certified School Counselors	<p>August 2015</p> <p>October 2015-May 2016</p> <p>November 2015</p>	0.00	-Administrative observations -Classroom walk-throughs -Increase in student course requests for AVID classes

**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

**Where do you want your teachers to be? What tools will you use to measure the implementation of your strategies? What tool will be used to measure progress throughout the year? Use real percentages and numbers.**

By May of 2016, 100% of classroom teachers will administer, score (using FSA scoring rubric), and input data into Performance Matters for the School-Wide Text Based Writing Initiative. Progress will be measured with classroom walk-throughs using Classroom Mosaic, formal and informal observations. Administration will monitor student progress by viewing student work that will be kept in yellow folders by period in each teacher's classroom and analyzing score data in Performance Matters.

On February 15, 2016, 100% of our UbD PLC teams will share their UbD units with our faculty and determine if students are on track with their learning. PLC meeting notes will account for UbD development and planning by teams. Teacher lesson plans will include use of the UbD units. Formal and informal observations will observe teacher use of UbD.

50% of our teachers will have implemented Talk Moves in their classrooms by May 2016. Progress will be measured with classroom walk-throughs using Classroom Mosaic, formal and informal observations. 4-6 "Champion Teachers" will be identified to develop rubrics of best practices and help teachers with implementation by December 2015.

100% of our teachers will have implemented Common Board Configuration in their classrooms by May 2016. Progress will be measured with classroom walk-throughs using Classroom Mosaic, formal and informal observations. 4-6 "Champion Teachers" will be identified to develop rubrics of best practices and help teachers with implementation by December 2015.

By April of 2016, course requests for AVID will increase by 50 students through recruiting efforts. Student request forms will be able to measure the increase.

**Qualitative and Quantitative Student Achievement Expectations:** Measures student achievement.

**Where do you want your students to be? What will student achievement look like at the end of the school year 2015-16?**

**What tools will be used to measure progress throughout the year?**

As a result of the School-Wide Text Based Writing Initiative, 55% of students will score a 7 or higher on the writing portion of the FSA ELA. Student scores broken down by category from the FSA rubric will be entered into Performance Matters and monitored by administration to determine strengths and weaknesses.

Common Board Configuration will engage students in the learning process and consistently assess students' knowledge of the daily learning goal. This daily formative assessment, will allow students to assess their understanding.

Talk Moves will provide students more processing time, improve higher order thinking and improve student's academic conversational skills. This will help students' processing of problems, improve writing, reading, thinking and listening.

As a result of Common Board Configurations, UbD lesson planning and Talk Moves, Palm Bay Magnet High School's goal is for student achievement on the Algebra 1 EOC to increase to 61% passing and for students taking the 10<sup>th</sup> grade FSA to increase to 50% passing.

Progress throughout the year will be measured through teacher-made assessments aligned with Florida Standards, school-wide writing initiative data, Classroom Mosaic, Performance Matters, Fair and Reading Plus testing/data.

## Part 2: Support Systems for Student Achievement

### (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2014-2015 and a description of changes you intend to incorporate to improve the data for the year 2015-2016.

**MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI** This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.**

- A Multi-Tiered System of Support Team (MTSS) was established and includes Assistant Principal for Discipline, Head Guidance Counselor along with ESE Guidance Counselor, Literacy Coach, Math Coach, and Magnet Coordinator. Team met to establish criteria for identifying students.
- Students with two or more indicators based on the Early Warning Systems.
- A Triage approach will be implemented starting with seniors with the most indicators.
- Mentors will be identified including Admins, Guidance Counselors, Magnet Coordinator, Literacy and Math Coaches.
- Mentors will be assigned students to provide one on one support and develop a rapport to review academic concerns, school behavior, and attendance
- Freshman Achievement Academy supports all incoming 9th grade students and includes strategies for students' success and also matches each students with a student mentor to assist with acclimation to the high school environment.
- An IPST Individual Problem Solving Team will be established to include: Guidance, ESE Support Specialist and Assistant Principal of Discipline that will focus on truancy, academics and discipline as determined by early warning indicators for individual students.

**Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.**

- Students who scored level 1 or 2 based on 2013-2014 FCAT were offered Intensive Language Arts to provide students support to reach grade level literacy skills.
- Intensive Language Arts classes incorporate small group teacher lead instruction based on student need as determined by FAIR and Reading Plus. Diagnostics are used to determine students' strengths and needs. Mid and End of year assessments will take place. Targeted small group instruction is scheduled on Tuesdays and Thursdays. In addition one on one is provided as needed within the classroom.

**PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced)** Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).



**Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?**

35% of parents surveyed don't feel encouraged to participate in school decision making. Blackboard call-outs to all families are sent encouraging attendance to SAC Meetings and all school events. In addition to Blackboard, information is placed on the marquee and school district website. Messages also include language referring to needing them to help make decisions, to vote and actively participate.

Personal phone calls will be made inviting parents who previously attended a SAC meeting, to come again.

SAC Chairperson will set up table at Open House and other school events to encourage parents to become involved in the School Advisory Council and other organizations on campus.

Communication in regards to testing and student achievement will improve, by sending letters home with students and Blackboard call-outs notifying them of testing dates, to ensure student attendance and preparedness.

Monthly newsletters are uploaded to our school website containing information on college and careers, scholarships, events, activities, and general school information.

**STUDENT SURVEY RESULTS (Required):**

Address Elements of Student Survey Results found in the District Strategic Plan and describe how you will improve student perceptions of these indicators.

Strategic Plan Indicators:

- ✓ Promotes 21<sup>st</sup> Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
- ✓ Safe Learning Environment 2.2.3, 2.2.4, 2.2.5

The data for the Strategic Plan Indicators can be located on the following survey pages.

Secondary Student Survey:

- ✓ **21<sup>st</sup> Century Skills – Refer results pages 4 – 6**

Teamwork (working in groups, sharing responsibility)	58%
Effective communication (speaking, writing, listening)	61%
Meaningful projects (critical thinking, problem solving, creativity)	51%
Practical use of technology (presentations, word processing, spreadsheets)	50%
Real-world issues (environmental, community, healthy life style)	46%
How to research (finding books, articles, reliable online information)	52%
Organizational skills (planning, prioritizing, budgeting)	47%

Personal character (work ethic, leadership, independence)	54%
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Students responded they never have opportunities to use technology in the following areas:

- 43% math
- 34% social studies
- 29% PE
- 24% Science
- 22% World Languages

**Action:** Class sets of student laptops/tablets have been purchased with Magnet Grant Funds at a ratio of 1 cart per two teachers. This will enable teachers to incorporate more opportunities for technology integration into their curriculum.

✓ **Online Safety – Refer results pages 6 – 7**

83% of students responded that they learned about online safety at school.

**Action:** PBMHS’s media specialist will train all of the 9th grade students in Cyber Safety through the career wheel classes. Video Streaming will be broadcast twice a year through Pirate T.V. for grades 10, 11, and 12.

✓ **School Safety – Refer results pages 7 – 8**

81% of students surveyed reported they feel safe at school. 12% of students surveyed responded they do not feel safe in the hallways while 9% do not feel safe in the cafeteria and in the bathrooms.

**Action:** PBMHS will continue the practice of having all teachers standing at their doorways in between class changed to monitor halls as well as having the administration team and resource officer standing in assigned locations during all class changes in an effort to eliminate hallway threats so that all students feel safe at school. In addition, administration is always present in the cafeteria during lunch to supervise student behavior. To help reduce student incidents, the 10-10 policy will be strictly enforced. Teachers are not permitted to write passes the first and last 10 minutes of class.

**EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3**

1. List any additional early warning system indicators and describe the school’s early warning system.

**SECONDARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more referrals, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Add any additional EWS indicators here.  
None

Description of early warning system.  
  
Front office staff will alert dean’s office when a student accumulates 5 unexcused absences by running weekly reports. Deans will contact parent/guardian to notify of attendance contracts and discuss disciplinary action.

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2014-15 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2015-16.:

- The number of students by grade level that exhibit each early warning indicator listed above.

<b>Fill in BLANKS with data from 2014-15 School Year - Number of Students</b>					
Grade Level	9	10	11	12	Total
Attendance <90	194	78	80	40	392
1 or more ISS or OSS	129	112	115	53	409
*Level 1 and 2 in ELA or Level 1 and 2 Math	168	70	106	40	384
Course Failure in ELA or Math	188	124	114	46	472
Students exhibiting 2 or more indicators	129	112	115	53	409

\*With limited FSA data and a lack of level performance scores, we have included all students who did not score at grade level.

**3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).**

- Students identified by early warning system as at risk for truancy will be brought before IPST team in order to implement interventions. Example: Students will check in by 8:30 a.m. daily to the Dean’s Office. If they do not check in, a call will be made to the student to get to school.
- PBMHS experienced success the past two years by implementing the Alternative to Saturday School Program which has helped reduce the number of students who failed to attend Saturday school which resulted in increased suspensions. Students are given academic work to complete from their teachers and are required to complete all work. This allows the Deans to give choices for consequences that will accommodate the students’, and or parents’ work schedules. Students can serve their consequence either by attending Saturday school or Alternative to Saturday School, which meets on Thursdays from 3:35 to 5:35 pm.
- The math coach targets students in ISS who have failed Algebra 1 EOC and provides tutoring in the math lab.

## STUDENT TRANSITION AND READINESS

### 1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The Freshman Achievement Academy supports all incoming 9<sup>th</sup> grade students and includes strategies for student success and also matches each student with a student mentor to assist with acclimation to the high school environment.

### 2. COLLEGE AND CAREER READINESS This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

**Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

All ninth graders take Career Research and Decision Making and Critical Thinking which introduces students to the Magnet Pathway options exploring all CTE programs that we offer.

The AVID program identifies students who have the potential to go on to college but are in need of support. Students are also encouraged to apply for Dual Enrollment, Advanced Placement Courses or the Collegiate High School program as 10<sup>th</sup> graders which can lead to an Associate's Degree.

To help our student population meet the rigors of applying to college, all juniors take the ACT and all sophomores take the PSAT. Prep tutor time is available before and after school to help prepare the students for the rigors of the test. Math, Intensive Language Arts, English Language Arts and Science teachers all provide test prep as well. Counselors meet with all of the students every year to help map their future college or career goals. In addition the media center has a "College Center" with materials available from various colleges including entrance requirements. This area is also used to host visits from various colleges/universities. "College Night" is hosted early in September so that students and parents are acclimated to the college application process and requirements. PBMHS is diligently working to prepare our students for college and career.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Admin Office Specialist	MOS Bundle
Comm Tech	Adobe: Illustrator
Construction Tech	NCCER Carpentry
Criminal Justice	NOCTI - Criminal Justice
Culinary Arts	SafeStaff Food Handler Certification
Culinary Arts	ServSafe Manager
Drafting/ILL Design	Autodesk - Certified User AutoCAD
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Drafting/ILL Design	Autodesk - Certified User AutoCAD
Early Childhood Ed	ECPC
Early Childhood Ed	Staff Credential
Early Childhood Ed	ECPC
Early Childhood Ed	ServSafe Manager
Early Childhood Ed	ECPC

Early Childhood Ed	Intro to Childcare Training
Early Childhood Ed	ServSafe Manager
Engineering Technology	Solidworks
Engineering Technology	Solidworks
Engineering Technology	Solidworks
Engineering Technology	Solidworks - Professional
Fashion Design Services	NOCTI - Apparel & Text Prod & Mer
Fashion Design Services	NOCTI - Apparel & Text Prod & Mer
Fashion Design Services	NOCTI - Apparel & Text Prod & Mer
Gaming	Adobe: Dreamweaver
Patient Care Assisting	C N A **
Patient Care Assisting	C N A
Patient Care Assisting	CPR/AED/BLS for Healthcare Providers
Patient Care Assisting	C N A
Web Development	Adobe: Dreamweaver
Web Development	Adobe: Flash
Web Development	Adobe: Photoshop
Web Development	Adobe: Dreamweaver
Web Development	Adobe: Flash
Web Development	Adobe: Photoshop
Web Development	Adobe: Dreamweaver

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.**

In an effort to increase CTE enrollment and industry certification, the Critical Thinking course (taken by all ninth graders) was revamped to include week long units of study about each of the Magnet Pathways, culminating with students visiting the course in a field trip format. The course is aligned to the Critical Thinking Standards and includes a culminating project of the student’s potential CTE pathway choice.

PBMHS is proud to be the only STEAM high school in Brevard County. 76% of our faculty received over 40 hours of professional learning during the past year in order to meet the educational demands of STEAM. Every student is exposed to a STEAM influenced curriculum which includes a student centered approach to include inquiry, collaboration, technology integration and real world integration through student discovery.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report). (<http://data.fldoe.org/readiness/>) As required by section 1008.37(4), FL Statutes.**

Most recent report on website is dated 2013. Awaiting updated information for data.

To ensure that students are successful at the postsecondary level, counselors will provide workshops to seniors on Transition from High School Graduation to College Enrollment as aligned with NOSCA’s (National Office for School Counselor Advocacy) Eight Components of College and Career Readiness. This will help students understand what tasks should be completed for the transition, personal changes they will experience and identify material and supplies needed.

**(TITLE 1 SCHOOLS ONLY)**

**Highly Qualified Teachers**

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

<b>Descriptions of Strategy</b>	<b>Person Responsible</b>	<b>Projected Completion Date</b>
1.		
2.		
3.		

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<b>Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly qualified</b>