

# Alonso High School



2014-15 School Improvement Plan

## Alonso High School

8302 MONTAGUE ST, Tampa, FL 33635

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

57%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

66%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | B       | A       | A       | B       |

### School Board Approval

This plan is pending approval by the Hillsborough County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                         |
|-------------|-------------------|-----------------------------|
| Not In DA   | 4                 | <a href="#">Jim Browder</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Braulio Alonso High School is a community where excellence is the goal, diversity is valued, integrity is expected and school pride is the result.

##### **Provide the school's vision statement**

Alonso faculty, staff, parents and community strive to provide a Raven's N.E.S.T; a Nurturing Environment for Successful Teaching.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Relationships between teachers, students and other stakeholders are built through community building activities such as parent night for incoming 9th graders, Ravens Soar with Swag Freshman Success Academy, involvement with the PTA and Booster Club, Open House, and Club Fairs. Teachers also build relationships with students through Positive Behavior Support. This gives students the opportunity to learn about the culture at Alonso as well as to foster a positive learning environment.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

By having a school wide expectation built on the principals of respect, responsibility and relationships, students are expected to act independently and make sound decisions without the authorization of an adult. Teachers foster this environment through positive reinforcement. Personal relationships are created, and fostered on a daily basis, between the students and all faculty members to encourage a positive and supporting environment that is based on mutual respect.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school has multiple school wide behavioral systems. This includes classroom management plans for each teacher, in which the teacher discusses their classroom rules and procedures. The school also has a universal set of rules and procedures via a universal policy sheet. (This sheet dictates a progression of discipline from verbal warning, parent contact, removal from classroom and then a referral for behavior that violates school rules.) A consistent system of parent communication is in place to ensure that all stakeholders are aware of the discipline procedures. Furthermore, Alonso High School has also implemented a positive behavioral support system, which has three guiding principals respect, responsibility and relationships. Students are rewarded for positive behavior that positively impacts the school.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



Alonso High School has developed a house system(grade level guidance counselors and administrators) to address and track the behavioral, emotional, and academic needs of students as they progress through their high school career. It also addresses the specific needs of students in transition from 8th grade to high school, grade level to grade level and high school to college. The school also implements the MTSS model in which specific students are identified for intervention as well as developing plans to foster school wide behavioral, emotional and academic success.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Students who receive ten or more absences in a semester are identified as "at risk". They are sent letters home and are asked to contact there guidance counselor or AP.  
 Students who have a significant number of suspensions, are identified by the assistance principal and referred to go through the MTSS process, where a Positive Behavior Plan and an FBA may be recommended.  
 Student who fail core courses and or have below passing scores on standardized assessments, are identified through data chats and checks by their guidance counselor and academic coaches. Tutoring and other remediation are required. Furthermore, students are placed in courses based off of previous academic performance. These courses themselves (I.E Intensive Reading) are a tier two MTSS Intervention.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

| Indicator                       | Grade Level |     |     |    | Total |
|---------------------------------|-------------|-----|-----|----|-------|
|                                 | 9           | 10  | 11  | 12 |       |
| Attendance below 90 percent     | 125         | 113 | 119 | 98 | 455   |
| One or more suspensions         | 161         | 132 | 121 | 61 | 475   |
| Course failure in ELA or Math   | 102         | 137 | 120 | 74 | 433   |
| Level 1 on statewide assessment | 203         | 147 | 134 | 39 | 523   |
|                                 | 0           | 0   | 0   | 0  |       |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator                                  | Grade Level |     |     |    | Total |
|--|-------------|-----|-----|----|-------|
|  | 9           | 10  | 11  | 12 |       |
| Students exhibiting two or more indicators | 166         | 151 | 136 | 61 | 514   |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students are identified for various risk factors and are sent at-risk letter. These letters identify students that have excessive absences, course failures, as well as non-passing scores on state assessments. Students are provided with opportunities to discuss these issues with their guidance counselor. Furthermore, students are identified through the MTSS process, teacher and guidance counselor referrals, for further remediation. This may include but is not limited to ELP tutoring, as well as Saturday Success Academy. Students with attendance issues are referred to the attendance

committee and school social worker to identify and problem solve attendance issues. Targeted students are also identified by the student success specialist. She then develops a student success plan with the students using both data and student input to create a meaningful plan for the students.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Alonso High School has various opportunities to work with families to increase school wide parent/ student involvement. This includes 8th grade transition programs, open house, conference night, AP night, college night( in English and Spanish), the use of media sources to inform parents( twitter, parent link, website, newsletters, flyers, mailings, the teachers use Edsby to update their grades on a weekly basis), Reading, Math coaches and guidance and career counselors communicate students' academic needs in various benchmarks. In addition, the PTA, SAC committee and Booster Club are very active in supporting the vision of Alonso in the community.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

By way of the SAC, PTSA, and Booster Club , Alonso has many partnership in the community such as Smoothie King, PDQ, Chick Fil A, Burger 21 , Tijuana Flats, Target, Friday's, Kona Ice, Five Guys, Panera Bread, McDonalds, Cody's Steakhouse and Wholefoods. We utilize these partners to fundraise for the school community( Principal's A Team) as well as community wide meetings such as the SAC and PTSA meetings.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

| Name                 | Title               |
|----------------------|---------------------|
| Diaz, Louis          | Principal           |
| McCoy-Mitti, Larissa | Assistant Principal |
| Hazlett, Scott       | Assistant Principal |
| Tancrell, Kate       | Teacher, K-12       |

#### **Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- Department Heads (High)
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior Team Representative or Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

**PSLT Coordinator—Principal/Assistant Principal:** Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

**PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist:** The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

**PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist:** Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

**PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor:** Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

**PSLT Timekeeper—**Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

**PSLT Recorder—**Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress

monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

***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 and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

In an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/PSLT and the Root ILT use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

Analyze student outcomes and make data-driven decisions:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).

Develop and target interventions based on confirmed hypotheses.

Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

The Root ILT develops an action plan for SIP strategy implementation and monitoring.

Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.

2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.

Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.

Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.

Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.

Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.

Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).

Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)

Strengthen Tier 1 core instruction by:

Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)

Supporting PLCs with planning and delivering rigorous core instruction.

Ensuring opportunities for common assessments are provided across each grade level.

Reviewing common assessment data to monitor students Response to Core Instruction.

Monitoring the fidelity of instructional practices.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Kate Tancrell      | Teacher                    |
| Scott Hazlett      | Principal                  |
| Louis Diaz         | Principal                  |
| Larissa McCoyMitti | Principal                  |
| Carey Dipompo      | Teacher                    |
| Maria Gomez        | Teacher                    |
| Esperanza Cruz     | Teacher                    |
| Theresea Mejia     | Parent                     |
| Tonya Chaplow      | Parent                     |
| Lianne Carrol      | Parent                     |
| Tracey Urso        | Parent                     |
| Rhonda Woble       | Parent                     |
| Belinda Krause     | Student                    |
| Jay Pacheco        | Parent                     |
| Gina Potito        | Parent                     |
| Matthew Walker     | Parent                     |
| Kristan Kwan       | Parent                     |
| Angela Kim         | Parent                     |
| Heidi Glick        | Teacher                    |
| Ceasar Calero      | Parent                     |
| Natalie Simpson    | Student                    |
| Lisa Rocamora      | Education Support Employee |
| Eva Tyler          | Teacher                    |
| Desiree Garcia     | Teacher                    |
| Marcus Northrup    | Student                    |
| Brianna Moya       | Student                    |
| Ryan Mejia         | Student                    |
| Rachael Schuerman  | Principal                  |
| Martha Diaz        | Parent                     |
| Dario Diaz         | Parent                     |

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC committee approved the previous year's school improvement plan. The committee also, throughout the year, and in conjunction with the discussion of the implementation of the Instructional Leadership Team has helped develop and modify both the plan for the previous school year and the plan for this school year to meet the needs of the students at Alonso High School, through discussions of need based assessment for the school- wide community.

*Development of this school improvement plan*

In partnership the School Leadership Team, the ILT and the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

*Preparation of the school's annual budget and plan*

The SAC committee discusses budgetary issues and plans for school wide incentive programs for our students. This is discussed during monthly SAC meetings and a plan is developed to ensure that the funds are used equitably.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name                 | Title               |
|----------------------|---------------------|
| Diaz, Louis          | Principal           |
| McCoy-Mitti, Larissa | Assistant Principal |
| Hazlett, Scott       | Assistant Principal |
| Tancrell, Kate       | Teacher, K-12       |

**Duties**

***Describe how the LLT promotes literacy within the school***



The LLT team will support the ILT in the analysis of student work, that directly impacts literacy on a school wide level. Together they will formulate professional development that promotes literacy in every content area and supports the SIP Reading and Writing goals. The LLT will also help with the Implementation and evaluation of the SIP reading/writing goals and strategies across the content areas.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Alonso High School's Instructional Leadership Team will implement protocols for looking at student work in cross content and content PLC's to address the academic needs of the students and develop school wide professional development based on the identified student need. This is part of an ongoing process to address students needs and offer strategies that will benefit the student community as a whole.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Alonso High School ensures that its core instructional programs adhere to Florida's standards through the adoption of county wide curriculum, textbooks and ancillary materials that address the new Florida State Standards and district state aligned assessments. In addition, Alonso provides new Florida State Standards training during pre-planning as well as ongoing discussions in professional learning communities that address the students needs and alignment with the state standards.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Teachers are expected to collaborate with the Reading and Math coaches to develop lesson plans that are derived from student data. Through departmental and cross curriculum professional learning communities, teachers develop strategies that address the needs of students to promote academic success.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 60

Saturday Success Academy is utilized at Alonso twice a month for 3 hour. Students are able to receive tutoring in all core subject areas from both teachers and Beta Club student tutors. They are also able to earn industry certifications and participate in PBS workshops.

**Strategy Rationale**

To provide students with free tutoring to promote academic success.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

McCoy-Mitti, Larissa, [larissa.mccoymitti@sdhc.k12.fl.us](mailto:larissa.mccoymitti@sdhc.k12.fl.us)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students who attend the program are tracked for success using a variation of quarter grades, district exams, FSA, SAT, EOC, and AP data.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the 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**

Alonso High School implements the 8th grade transitional program S.O.A.R with S.W.A.G to ease the transition from 8th grade to high school. The student's are taught how to be successful in high school by learning study skills, time management skills, character education, organizational skills and etc. All students meet with the guidance counselor in the spring to schedule their classes for the upcoming year. 12th graders meet with guidance counselors and the career counselors several times during the year for credit checks and college counseling.

**College and Career Readiness**

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

Annually, the school will hold elective fairs with present and incoming students. Based on interest, we establish Course Selection Sheets and course offerings to best meet their needs. The Guidance Department, College and Career Counselor, ESE Specialist, AVID Coordinator, Department Heads, teachers and APC will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature. On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

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

District-Level

The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

Amazing Race - Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen

Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.

Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.

College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Students may participate in the following:

Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.

All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.

College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.

ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.

Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.

USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.

Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.

Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.

Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.

Through the AVID program, students are engaged in on-going college readiness activities.

College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.

All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.

Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.

Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.

Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Student needs are consistently analyzed throughout the school year, using various procedures. One of which being the looking at student work protocol, which looks at student needs, and develops school wide training based on deficiencies assessed during the protocol. Students are also placed in classes that will help develop their skill sets in order to be college ready.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Students will maintain a 3.0 or higher GPA in order to be considered in good academic standing to gain admittance into a post secondary institution.
- G2.** Students' ability to identify and apply the new Florida writing standards (claim, claim evidence, and commentary) will increase across content areas.
- G3.** Students will be able to tackle content specific complex text through close reading and analysis.
- G4.** Students will be able to explain the problem solving processes, procedures, and solutions through the new Florida Mathematical Standards.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Students will maintain a 3.0 or higher GPA in order to be considered in good academic standing to gain admittance into a post secondary institution. 1a

G044160

**Targets Supported** 1b

| Indicator                           | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 81.0          |

**Resources Available to Support the Goal** 2

- Academic Coaches
- Teachers
- ELP Tutoring Lunch/After school
- Saturday Success Academy
- BETA Tutoring
- Student Success Specialist
- Raven's SOAR with SWAG Freshman Success Academy
- Administrators
- Guidance Department
- AVID Tutoring
- Avid Program

**Targeted Barriers to Achieving the Goal** 3

- Student motivation

**Plan to Monitor Progress Toward G1.** 8

Student Achievement

**Person Responsible**

Louis Diaz

**Schedule**

Quarterly, from 10/17/2014 to 6/5/2015

**Evidence of Completion**

Student nine weeks grade and semester GPA

**G2.** Students' ability to identify and apply the new Florida writing standards (claim, claim evidence, and commentary) will increase across content areas. 1a

G038142

**Targets Supported** 1b

| Indicator                  | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 70.0          |

**Resources Available to Support the Goal** 2

- Instructional Leadership Team
- Professional Learning Communities
- Instructional Coaches
- School-Based and District Professional Development
- AVID Strategies
- Demonstration Classrooms
- CIS Lessons/LDC Modules
- Teacher Induction Training
- Ravens SOAR with SWAG Freshman Success Academy
- ELP Tutoring (Lunch, Before/After School)
- Writing Workshops
- Community Support and Trainings (Parent Workshops)
- Saturday Success Academy
- Administrators
- Looking at Student Work Protocol

**Targeted Barriers to Achieving the Goal** 3

- Clear Understanding of New State Standards

**Plan to Monitor Progress Toward G2.** 8

Looking at Student Work by teachers

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Student work will be analyzed in cross content PLC's, using the PLC Analysis Form, Teacher made assessments, formative assessments.

**Plan to Monitor Progress Toward G2. 8**

The Instructional Leadership Team will use the Looking at Student Work Protocol to examine teacher and student understanding of the new Florida writing standards by looking at subsequent (post PD) student work.

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

The Looking at Student Work Protocol recording forms will be saved and maintained and a graph of student progression toward meeting the goal will be created and assessed.



**G3. Students will be able to tackle content specific complex text through close reading and analysis.** 1a

G038143

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| ELA/Reading Gains            | 69.0          |
| ELA/Reading Lowest 25% Gains | 69.0          |

**Resources Available to Support the Goal** 2

- Instructional Leadership Team
- Professional Learning Communities
- Instructional Coaches
- School Based and District Based Professional Development
- AVID strategies
- CIS Lessons
- Teacher Induction Training
- Raven's Soar with Swag Program
- ELP Tutoring
- Writing Workshops
- Saturday Success Academy
- Freshman Academy
- Community Support and Trainings

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of new assessments

**Plan to Monitor Progress Toward G3.** 8

Through professional development and cross content PLCs, teachers will identify student weaknesses in regard to their ability to tackle content specific complex text.

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Quarterly, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

Based on strengths and weaknesses identified from the PLC planning sheets, teachers will engage in demonstration classrooms to view and implement reading strategies that will assist in higher student achievement.

**G4.** Students will be able to explain the problem solving processes, procedures, and solutions through the new Florida Mathematical Standards. 1a

G038144

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| AMO Math - All Students | 57.0          |
| Algebra I EOC Pass Rate | 39.0          |

**Resources Available to Support the Goal** 2

- Instructional Leadership Team
- Professional Learning Communities
- Instructional Coaches
- School-Based and District Professional Development
- Demonstration Classrooms
- AVID Strategies
- CIS Lessons/LDC Modules
- Teacher Induction Training
- Ravens SOAR with SWAG Freshmen Success Academy
- Saturday Success Academy
- ELP Tutoring (Lunch, Before/After School)
- Writing Workshops
- Kagan Cooperative Learning Strategies
- Community Support and Trainings (Parent Workshops)

**Targeted Barriers to Achieving the Goal** 3

- Inability to connect Florida Standards to lesson plans and teaching tasks

**Plan to Monitor Progress Toward G4.** 8

Data Chats

**Person Responsible**

Scott Hazlett

**Schedule**

On 6/5/2015

**Evidence of Completion**

The Math coach will meet with teachers to assess current testing performance of students, and monitor current progress toward goals in the teacher's classroom.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Students will maintain a 3.0 or higher GPA in order to be considered in good academic standing to gain admittance into a post secondary institution. **1**

 G044160

**G1.B1** Student motivation **2**

 B108500

**G1.B1.S1** Celebrating student achievement. **4**

 S119927

#### Strategy Rationale

Students should be recognized for academic achievement.

#### Action Step 1 **5**

Students will receive certificates acknowledging their quarterly academic achievement.

#### Person Responsible

Louis Diaz

#### Schedule

Quarterly, from 10/17/2014 to 6/5/2015

#### Evidence of Completion

Students' nine week grades and semester GPA.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Student Achievement

**Person Responsible**

Louis Diaz

**Schedule**

Quarterly, from 10/17/2014 to 6/5/2015

***Evidence of Completion***

Student nine weeks grade and semester GPA

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** Students' ability to identify and apply the new Florida writing standards (claim, claim evidence, and commentary) will increase across content areas. 1

G038142

**G2.B5** Clear Understanding of New State Standards 2

B107495

**G2.B5.S2** Implementation of State Standards 4

S118929

### Strategy Rationale

Teachers will identify standards through cross content and content specific PLC's. While teachers identify the standards, they will also look at whether or not the student work reflects knowledge of the standards

### Action Step 1 5

Cross Content PLC Structures

#### Person Responsible

Larissa McCoy-Mitti

#### Schedule

Biweekly, from 8/12/2014 to 9/22/2014

#### Evidence of Completion

Teachers will be trained on how cross content PLCs will function, with formal professional development on the proper protocols and process involved in looking at student work

### Action Step 2 5

Cross Content PLCs

#### Person Responsible

Larissa McCoy-Mitti

#### Schedule

Biweekly, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Teachers will work directly in PLCs to analyze student work and identify trends across content areas. The identified deficiencies will then be used to create future professional development.

**Action Step 3** 5

Content PLC'S

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

On 6/5/2015

***Evidence of Completion***

Teachers will work directly in PLCs to analyze student work and identify trends across content areas. The identified deficiencies will then be used to create future professional development

**Plan to Monitor Fidelity of Implementation of G2.B5.S2** 6

Observation of ILT'S

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

PLCs will be observed and advised in the Cafeteria at first. ILT members will advise and support each cross-content PLC throughout the school year

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2** 7

Improvement in EOC performance

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Monthly, from 10/13/2014 to 6/5/2015

***Evidence of Completion***

Teachers will monitor student performance on classroom tests and formative assessments to judge the level of their performance.

**G3.** Students will be able to tackle content specific complex text through close reading and analysis. 1

G038143

**G3.B6** Lack of knowledge of new assessments 2

B107643

**G3.B6.S1** Link ILT process with Florida Standards 4

S119343

### Strategy Rationale

A connection needs to be established between looking at student work, state standards and new assessments.

### Action Step 1 5

Looking at Florida Standards

#### Person Responsible

Larissa McCoy-Mitti

#### Schedule

Biweekly, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

We will directly look at standards and identify the standards in the student work

### Action Step 2 5

Discover and address trends in student work

#### Person Responsible

Larissa McCoy-Mitti

#### Schedule

Biweekly, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Through content and cross content PLC's we will identify student needs and trends in student performance measures.

**Action Step 3** 5

Develop Professional Development

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Based on student needs, specifically addressing reading and writing in response to reading needs, we will create a school wide strategy to improve student performance.

**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

Whole school or content specific strategies

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

PLC/ILT Analysis, Demonstration Classrooms and Sign In's

**Plan to Monitor Effectiveness of Implementation of G3.B6.S1** 7

State and District Test Data

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Analysis of FAIR, EOC's, FSA and other classroom assessments



**G4.** Students will be able to explain the problem solving processes, procedures, and solutions through the new Florida Mathematical Standards. 1

G038144

**G4.B1** Inability to connect Florida Standards to lesson plans and teaching tasks 2

B091716

**G4.B1.S1** Increase teacher and student knowledge of the new Florida standards 4

S102614

### Strategy Rationale

Through demonstration classrooms and administrative and instructional coach walk troughs that monitor standard implementation in the classroom.

### Action Step 1 5

New Florida Standards Demonstration Classrooms

#### Person Responsible

Scott Hazlett

#### Schedule

Quarterly, from 1/26/2015 to 6/5/2015

#### Evidence of Completion

Sign In Process Conference with Instructional Coaches

### Action Step 2 5

Administrative and Instructional Leadership Team Walk Throughs

#### Person Responsible

Scott Hazlett

#### Schedule

On 6/5/2015

#### Evidence of Completion

Completed Observation Forms Recommended Instructional Strategies for Future Practice

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Student Work Samples and Reflections Assessed by the Instructional Leadership Team

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

On 6/5/2015

**Evidence of Completion**

Teacher Reflections and Student Work Samples Process Conference with Instructional Coaches

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Process Conference with Instructional Coaches Regarding Demonstration Classrooms

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Progression of Instructional Leadership Team Process/Content Discussions

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Completed Walk Throughs by Administrators and Instructional Leadership Team

**Person Responsible**

Scott Hazlett

**Schedule**

Quarterly, from 9/16/2014 to 6/5/2015

**Evidence of Completion**

Completed Walk Through Forms

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Instructional Leadership Team will assess teacher reflections and student work samples to identify weaknesses and strengths to further develop school-based professional development

Monitor Attendance of demonstration classrooms

Process conferences with Instructional Coaches will result in reflection forms to be shared with Instructional Leadership Team to determine school-based teacher/student needs

Walk throughs will result in immediate feedback that highlights instructional strategies and/or provides suggestions for future instruction

**Person Responsible**

Larissa McCoy-Mitti

**Schedule**

On 6/5/2015

**Evidence of Completion**

Process conference discussions will be documented and shared with the Instructional Leadership Team to assist in the development of pertinent professional development. Observation forms that provide positive feedback and/or instructional strategy suggestions will be shared with the Instructional Leadership Team to facilitate the creation of pertinent professional development. Instructional Leadership Team uses specific evidence (based on reflections, walk throughs, process conference notes, and student work samples) to develop and implement pertinent professional development. Instructional Leadership Team uses the Looking at Student Work Protocol to measure teacher and student understanding of the new Florida writing standards by looking at subsequent (post-PD) student work.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity   | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|-------------|--|----------------------|-------------------------------|--|--------------------|
| G4.B1.S1.A1 | New Florida Standards Demonstration Classrooms   | Hazlett, Scott       | 1/26/2015                     | Sign In Process Conference with Instructional Coaches  | 6/5/2015 quarterly |
| G2.B5.S2.A1 | Cross Content PLC Structures   | McCoy-Mitti, Larissa | 8/12/2014                     | Teachers will be trained on how cross content PLCs will function, with formal professional development on the proper protocols and process involved in looking at student work | 9/22/2014 biweekly |
| G3.B6.S1.A1 | Looking at Florida Standards   | McCoy-Mitti, Larissa | 9/22/2014                     | We will directly look at standards and identify the standards in the student work  | 6/5/2015 biweekly  |
| G1.B1.S1.A1 | Students will receive certificates acknowledging their quarterly academic achievement. | Diaz, Louis          | 10/17/2014                    | Students' nine week grades and semester GPA.   | 6/5/2015 quarterly |
| G4.B1.S1.A2 | Administrative and Instructional Leadership Team Walk Throughs                         | Hazlett, Scott       | 9/22/2014                     | Completed Observation Forms Recommended Instructional Strategies for Future Practice   | 6/5/2015 one-time  |

Hillsborough - 0151 - Alonso High School - 2014-15 SIP  
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| Source       | Task, Action Step or Monitoring Activity   | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------------|--|----------------------|-------------------------------|--|--------------------|
| G2.B5.S2.A2  | Cross Content PLCs   | McCoy-Mitti, Larissa | 9/22/2014                     | Teachers will work directly in PLCs to analyze student work and identify trends across content areas. The identified deficiencies will then be used to create future professorial development.                           | 6/5/2015 biweekly  |
| G3.B6.S1.A2  | Discover and address trends in student work  | McCoy-Mitti, Larissa | 9/22/2014                     | Through content and cross content PLC's we will identify student needs and trends in student performance measures.   | 6/5/2015 biweekly  |
| G2.B5.S2.A3  | Content PLC'S  | McCoy-Mitti, Larissa | 9/22/2014                     | Teachers will work directly in PLCs to analyze student work and identify trends across content areas. The identified deficiencies will then be used to create future professorial development                            | 6/5/2015 one-time  |
| G3.B6.S1.A3  | Develop Professional Development   | McCoy-Mitti, Larissa | 9/22/2014                     | Based on student needs, specifically addressing reading and writing in response to reading needs, we will create a school wide strategy to improve student performance.  | 6/5/2015 biweekly  |
| G1.MA1       | Student Achievement  | Diaz, Louis          | 10/17/2014                    | Student nine weeks grade and semester GPA  | 6/5/2015 quarterly |
| G1.B1.S1.MA1 | [no content entered]   |                      |                               | one-time   |                    |
| G1.B1.S1.MA1 | Student Achievement  | Diaz, Louis          | 10/17/2014                    | Student nine weeks grade and semester GPA  | 6/5/2015 quarterly |
| G2.MA1       | Looking at Student Work by teachers  | McCoy-Mitti, Larissa | 9/22/2014                     | Student work will be analyzed in cross content PLC's, using the PLC Analysis Form, Teacher made assessments, formative assessments.  | 6/5/2015 biweekly  |
| G2.MA2       | The Instructional Leadership Team will use the Looking at Student Work Protocol to examine teacher and student understanding of the new Florida writing standards by looking at subsequent (post PD) student work.       | McCoy-Mitti, Larissa | 9/22/2014                     | The Looking at Student Work Protocol recording forms ill be saved and maintained and a graph of student progression toward meeting the goal will be created and assessed.  | 6/5/2015 biweekly  |
| G2.B5.S2.MA1 | Improvement in EOC performance   | McCoy-Mitti, Larissa | 10/13/2014                    | Teachers will monitor student performance on classroom tests and formative assessments to judge the level of their performance.  | 6/5/2015 monthly   |
| G2.B5.S2.MA1 | Observation of ILT'S   | McCoy-Mitti, Larissa | 9/22/2014                     | PLCs will be observed and advised in the Cafeteria at first. ILT members will advise and support each cross-content PLC throughout the school year   | 6/5/2015 biweekly  |
| G3.MA1       | Through professional development and cross content PLCs, teachers will identify student weaknesses in regard to their ability to tackle content specific complex text.   | McCoy-Mitti, Larissa | 9/29/2014                     | Based on strengths and weaknesses identified from the PLC planning sheets, teachers will engage in demonstration classrooms to view and implement reading strategies that will assist in higher student achievement.     | 6/5/2015 quarterly |
| G3.B6.S1.MA1 | State and District Test Data   | McCoy-Mitti, Larissa | 9/22/2014                     | Analysis of FAIR, EOC's, FSA and other classroom assessments   | 6/5/2015 biweekly  |
| G3.B6.S1.MA1 | Whole school or content specific strategies  | McCoy-Mitti, Larissa | 9/22/2014                     | PLC/ILT Analysis, Demonstration Classrooms and Sign In's   | 6/5/2015 biweekly  |
| G4.MA1       | Data Chats   | Hazlett, Scott       | 9/22/2014                     | The Math coach will meet with teachers to assess current testing performance of students, and monitor current progress toward goals in the teacher's classroom.  | 6/5/2015 one-time  |
| G4.B1.S1.MA1 | Instructional Leadership Team will assess teacher reflections and student work samples to identify weaknesses and strengths to further develop school-based professional development Monitor Attendance of demonstration | McCoy-Mitti, Larissa | 9/22/2014                     | Process conference discussions will be documented and shared with the Instructional Leadership Team to assist in the development of pertinent professional development. Observation forms that provide positive feedback | 6/5/2015 one-time  |

| Source       | Task, Action Step or Monitoring Activity  | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------------|---|----------------------|-------------------------------|--|--------------------|
|              | classrooms Process conferences with Instructional Coaches will result in reflection forms to be shared with Instructional Leadership Team to determine school-based teacher/student needs Walk throughs will result in immediate feedback that highlights instructional strategies and/or provides suggestions for future instruction |                      |                               | and/or instructional strategy suggestions will be shared with the Instructional Leadership Team to facilitate the creation of pertinent professional development. Instructional Leadership Team uses specific evidence (based on reflections, walk throughs, process conference notes, and student work samples) to develop and implement pertinent professional development. Instructional Leadership Team uses the Looking at Student Work Protocol to measure teacher and student understanding of the new Florida writing standards by looking at subsequent (post-PD) student work. |                    |
| G4.B1.S1.MA1 | Student Work Samples and Reflections Assessed by the Instructional Leadership Team  | McCoy-Mitti, Larissa | 9/22/2014                     | Teacher Reflections and Student Work Samples Process Conference with Instructional Coaches   | 6/5/2015 one-time  |
| G4.B1.S1.MA3 | Process Conference with Instructional Coaches Regarding Demonstration Classrooms  | McCoy-Mitti, Larissa | 9/22/2014                     | Progression of Instructional Leadership Team Process/Content Discussions   | 6/5/2015 quarterly |
| G4.B1.S1.MA4 | Completed Walk Throughs by Administrators and Instructional Leadership Team   | Hazlett, Scott       | 9/16/2014                     | Completed Walk Through Forms   | 6/5/2015 quarterly |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** Students' ability to identify and apply the new Florida writing standards (claim, claim evidence, and commentary) will increase across content areas.

### **G2.B5** Clear Understanding of New State Standards

#### **G2.B5.S2** Implementation of State Standards

##### **PD Opportunity 1**

Cross Content PLC Structures

##### **Facilitator**

Larissa Mccoy-Mitti, Robyn Sullivan, Scott Hazlett, Kate Tancrell

##### **Participants**

Faculty

##### **Schedule**

Biweekly, from 8/12/2014 to 9/22/2014

**G4.** Students will be able to explain the problem solving processes, procedures, and solutions through the new Florida Mathematical Standards.

### **G4.B1** Inability to connect Florida Standards to lesson plans and teaching tasks

#### **G4.B1.S1** Increase teacher and student knowledge of the new Florida standards

##### **PD Opportunity 1**

New Florida Standards Demonstration Classrooms

##### **Facilitator**

Selected Demonstration Teachers/Instructional Coaches

##### **Participants**

ALL Teachers and Administrators

##### **Schedule**

Quarterly, from 1/26/2015 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0     |