

Roosevelt Elementary School

3205 S FERDINAND AVE, Tampa, FL 33629

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
11%

Alternative/ESE Center
No

Charter School
No

Minority
20%

School Grades History

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

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	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Roosevelt Elementary is to provide differentiated instruction supported by an enriched curriculum that fosters academic excellence and self-reflection.

Provide the school's vision statement

Roosevelt students will be compassionate, curious learners with the confidence to embrace life's opportunities

School Environment

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

The school culture is strong at Roosevelt due to the large amount of parent involvement, communication between staff and administration, communication between parents and teachers, and the communication as a whole from school to home. We have an open door policy where administration is available to parents, students and staff.

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

Roosevelt creates an environment where students feel safe and respected in many ways including, but not limited to, the following:

Before School

- Safe and healthy options for students who arrive between the hours of 7:30-7:55am (walking club, two computer labs, media center, cafeteria) which are supervised by teachers on each grade level on a rotating basis
- Before school care provided by the YMCA from the hours of 6:30-7:30am at a reasonable rate
- Fifth grade patrols hold positions of leadership throughout the school to ensure the safety of their peers under the direction of the P.E. coach
- Fifth graders may elect to serve as morning helpers in the media center, classrooms, morning show, or recycling team offering the opportunity to show responsibility and respect within their school community
- The music department provides opportunities for students to arrive early for program rehearsals, chorus, rock band, or as a music helper.

During School

Through the use of Conscious Discipline, the students are taught skills that will develop resilience for facing life situations in and out of school. Respect is one of the main concerns and this is addressed through practicing Conscious Discipline strategies, lessons and school family assemblies where the whole school is involved in the process. Since its implementation, the referrals to the office have been decreased.

After School

- YMCA provides afterschool care at a reasonable cost providing snack, homework help and physical fitness
- All teachers have a duty throughout the school to provide a safe dismissal for all students
- PTA offers an Afterschool Enrichment Program that appeals to a wide variety of student interests
- Boy Scouts and Girl Scouts may elect to use our school as a safe and convenient place to meet

-The music department provides opportunities for students to stay after school for program rehearsals, chorus, rock band, or as a music helper

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

Conscious Discipline (CD) integrates social-emotional learning, discipline and self-regulation so teachers and administrators spend less time policing behaviors and more time teaching vital life skills. The Seven Skills of Discipline are taught in order to transform everyday discipline issues into teaching moments. The seven skills are Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent and Consequences.

Roosevelt has a team of nationally certified CD teachers on staff to provide monthly trainings and tips for all teachers to effectively implement this proactive school-wide behavioral system.

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

Through the use of Conscious Discipline, the students are taught skills that will develop resilience for facing life situations in and out of school. Respect is one of the main concerns and this is addressed through practicing the Seven Skills of Conscious Discipline, classroom guidance lessons and school family assemblies where the whole school is involved in the process of ensuring the social-emotional needs of all students are being met. Since its implementation, the referrals to the office have been decreased.

Additional measures taken to ensure the social-emotional needs of all student are being met include, but are not limited to, the following:

- Peer mediation provides an opportunity for student leaders to help solve problems among their peers under the training of the guidance counselor
- Availability of the school nurse to ensure the health and safety of our students
- Ensure students trust all teachers and staff at Roosevelt will provide them a safe place/person to talk to in times of crisis/need
- Conscious Discipline practices such as breathing techniques and coping skills are taught in every classroom and promoted throughout the entire school
- Teachers and the PSLT (principal, assistant principal, school psychologist, school social worker, & guidance counselor) establish a strong rapport and maintain open lines of communication between home and school
- Additional resources are provided to parents, students and teachers as needed by the PSLT
- Training and updates are regularly provided to the Roosevelt staff by the school nurse, district trainings and the PSLT on the following issues: suicide prevention, truancy, child abuse, emergency procedures, health conditons, and safety concerns
- Availability of the PSLT to meet with students experiencing social-emotional needs beyond the scope of the classroom teacher's expertise
- A team of nationally-certified CD teachers facilitate trainings with hands-on practice lessons for each of the Seven Skills of CD at the start of every faculty meeting
- Faculty & staff are expected to practice the CD skills daily as evidenced by one or more of the following in their classrooms- CD skills & strategies posters, brain breaks, safe places, well-wish walls, student jobs, morning greeters, and class pledges.

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

Early warning indicators include:

Attendance (5 or more absences of any type per grading period)

One or more suspension (in or out of school)

Excessive tardies (5 or more per grading period)

ELA/Math course failure

Level 1 FCAT score

Early warning system data come from the following sources:

**Core Curriculum (Tier 1) -Go!Math, Journeys, DRAs & Running Records, Comprehension Toolkit, Explorations in Nonfiction Writing

DATA SOURCE: EdConnect; Sagebrush (IPT); Edsby/teacher gradebook

DATA MANAGEMENT: Teachers and PSLT (Principal, AP, School Psychologist, School Social Worker, Guidance Counselor, ESE Specialist).

FCAT RELEASED TESTS: School generated excel database; PSLT

BASELINE & DISTRICT ASSESSMENTS: Scantron Achievement Series; District Formatives; FAIR-FS; DRAs; previous year SAT/FCAT scores

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND

ACCOUNTABILITY: Scantron Achievement Series FAIR-FS, District Formatives

DATA MANAGEMENT: PLCs/Individual teachers.

CLASSROOM/GRADE-LEVEL ASSESSMENTS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE: Scantron Achievement Series, DRAs & Running Records, MTSS/Rtl

Progress Monitoring data, RP, EasyCBM, i-Station, FASTT Math, Curriculum/classroom tests, Teacher observation, Student work samples, DATA MANAGEMENT: PLC Logs, PLCs/Individual

teachers, MTSS-Rtl Folders

FAIR-FS: Progress Monitoring and Reporting Network (PMRN), Sagebrush (IPT)

DATA MANAGEMENT: PLCs/Individual teachers, MTSS meetings.

CELLA: Sagebrush (IPT); ELL/PSLT Representative.

TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: Planning tools found on IDEAS under the Instructional icon; CPALMS; PLC Logs;

DATA MANAGEMENT: Individual teachers/PLC Leads/PSLT.

DRA-2: School generated excel database; Individual teacher.

**Supplemental/Intensive Instruction (Tiers 2 and 3)- MTSS/Rtl binder with a variety of intervention lessons (stored and maintained by Maggie Clark/PSLT); i-Station intervention lessons; Reciprocal

Teaching; supplemental material in Journeys and Go!Math curriculum; Differentiated instruction provided collaboratively by the teaching team (classroom, ESE, AGP)

INFORMATION FORMAT: MTSS/Rtl folders; Tiers 2 & 3 progress monitoring forms; Teacher lesson plans; Student work samples; Teacher observation & Authentic assessment feedback

DATA SOURCE: Individual teachers, ESE & AGP resource teachers

CURRICULUM BASED MEASUREMENTS: easyCBM Reports; i-Station reports; Classroom test results; Achievement Series scores; Teacher-made rubrics; Student work samples; Teacher

observation & professional feedback

DATA MANAGEMENT: PSLT/PLCs, Individual Teachers.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS: Assessments included in computer-based programs such as i-Station and easyCBM

DATA MANAGEMENT: PLCs, Individual teachers.

ATTENDANCE DATA: Absenteeism, Chronic absenteeism, truancy

DATA SOURCE: District Databases- Reports on Demand, IPT, EASI

DATA MANAGEMENT: Attendance Clerk, PSLT, Individual teachers.

DISCIPLINE DATA: Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals

DATA SOURCE: District Databases- Reports on Demand, IPT, EASI

DATA MANAGEMENT: PSLT, Individual teachers.

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline

data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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
	K	1	2	3	4	
Attendance below 90 percent	17	1	5	2	7	32
One or more suspensions	0	2	0	1	0	3
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	1	0	0	1

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

Indicator	Grade Level		Total
	4		
Students exhibiting two or more indicators	4		4

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to the faculty and facilitate problem solving within MTSS/RtI, PLCs and Vertical team meetings

PSLT/Leadership team meets weekly to ensure the academic performance of students identified by the early warning system.

Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Ensure intervention support is provided to students identified through data sorts/chats conducted by the MTSS/RtI meetings & PLCs
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction (data will be collected and analyzed by PLCs and reported to the PSLT)

Strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs
- Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the PSLT)
- Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the PSLT)
- Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- Communication with major stakeholders (e.g., parents, teachers, students, PTA, business partners, etc.) regarding student outcomes through data summaries and conferences.
- Evaluate teacher fidelity data and student achievement data by meeting with grade level teachers every six weeks.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions.
- Work collaboratively with individual teachers during monthly PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with the PLC Lead teachers, School-wide committee, Media Specialist, as well as the Writing, Reading, Science, and Math teacher representatives (charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

Roosevelt parents are an integral part of the school operations. Many come to volunteer with children or in the media center and office. Our PTA also provides an Afterschool Enrichment Program available to all students in the fall and spring.

Other ways in which Roosevelt builds positive relationships with families and communicates with families include, but are not limited to, the following:

- Friday Folders
- Roosevelt Charge (the school's electronic newsletter)
- Student agendas
- School website
- Edsby
- Weekly/biweekly email updates from teachers to parents
- Teddy's Cafe
- Grade-level musical programs performed in the evenings every six weeks
- Teddy's Country Fair
- Parent Readers in the classroom
- Boosterthon
- Grandparent's breakfast
- AGP coffee talks

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

Through SAC, the staff, community and parents come together to discuss the school plan and to give input regarding school improvement. Parents have the option yearly to be a part of SAC and are voted in. Roosevelt

The community partners include the Rough Riders who come to give awards

The staff provides parent meetings to help parents learn about the curriculum and the Conscious Discipline philosophy to help connect what is done at home with the school

Conferences are scheduled two times a year, however, teachers do meet with parents as often as necessary.

The parents are invited to the Dad's Club Teddy's Cafe when children are recognized for achievements.

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
Dickens, Christina	Principal

Duties

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

Elementary PSLT Members

The leadership team includes:

Principal

Assistant Principal

Guidance Counselor

School Psychologist

School Social Worker

ESE teacher

PLC Liaisons for each grade level, K-5

The examples below demonstrate the shared roles and responsibilities for members of the PSLT:

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/Rtl 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 PLCs 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:
- 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).

Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

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

- Does the data show implementation of strategies are resulting in positive student growth?
- To what extent are we making progress toward the school's SIP goals?
- If we are making progress, what can we do to sustain what is working?
- What barriers to implementation are we facing and how will we address them?
- 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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lindsey Nelson	Teacher

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

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), 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.

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

Preparation of the school's annual budget and plan

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.

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

Describe the use of SAC funds.

Name and Number of Strategy from the School Improvement Plan Description of Resources that improves student achievement or student engagement Projected Amount Final Amount

Suspension Goal # 1

Staff/Professional Development Registration for a limited number of teachers to attend the Conscious Discipline Conference in Orlando, FL in July 2014. These teachers will provide site-based professional development to the faculty. The school funds will supplement the cost. \$ 1,750
 \$ 1,750

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
Dickens, Christina	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:

Principal

Assistant Principal

Reading Coach/Resource Teacher

ESE Teacher

ELL Representative

Grade Level Representatives

The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle

of:

- ? Gathering evidence of current levels of student learning
- ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
- ? Implementing the strategies and ideas
- ? Analyzing the impact of the changes to discover what was effective and what was not
- ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results.

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted the Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at:

http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression,

which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: <http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp>.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

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

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support (MTSS) Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring.

Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e. iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

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: Extended School Day

Minutes added to school year: 300

During the school day, ELP tutors are budgeted to support the teachers. They work with identified students who have not scored well on the State Assessments or that are not showing growth on the formative or classroom assessments.

Strategy Rationale

The use of tutors during the day (typically retired teachers), helps the classroom teacher and the ELP tutor to communicate and focus on strategies that will consistently help the identified students. Identified students will also have parent volunteers in the classroom and computer programs that will support learning in specific skill areas.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Dickens, Christina, christina.dickens@sdhc.k12.fl.us

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

Using Achievement Series, the teachers will have real time data that will be used for planning for all students. The students who do not score well on reading and math will be invited to the computer lab in the morning to practice on researched based computer programs that will track progress.

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments

are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

N/A

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

N/A

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

N/A

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

N/A

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.** Student achievement will increase when students are engaged in differentiated instruction, including but not limited to technology integration, aligned with the rigorous grade level and content-area standards implemented schoolwide.

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. Student achievement will increase when students are engaged in differentiated instruction, including but not limited to technology integration, aligned with the rigorous grade level and content-area standards implemented schoolwide. 1a

G045384

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	93.0
AMO Math - All Students	91.0
AMO Math - ED	71.0
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Monthly PLCs

Targeted Barriers to Achieving the Goal 3

- Teachers lack confidence in planning for and implementing differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Teachers will use PLCs as a time to analyze student data, target specific areas for improvement and plan differentiated instruction lessons by sharing one another's strengths as teachers to build every teacher's confidence to effectively differentiate.

Person Responsible

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student scores on formative assessments: Achievement Series, FAIR-FS, DRAs, Running Records, Kindergarten assessments, County Formatives, state & classroom assessments in all subjects.

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. Student achievement will increase when students are engaged in differentiated instruction, including but not limited to technology integration, aligned with the rigorous grade level and content-area standards implemented schoolwide. **1**

 G045384

G1.B1 Teachers lack confidence in planning for and implementing differentiated instruction. **2**

 B112038

G1.B1.S1 Structured PLCs focused on planning and assessing effective lessons for differentiated instruction. **4**

 S123431

Strategy Rationale

Teachers work more effectively when they are able to collaborate and share ideas and offer new strategies and teaching techniques based on individual strengths. "A cord of three is stronger than one."

Action Step 1 **5**

PLCs will meet at least once a month to analyze student data and PLAN differentiated instruction strategies utilizing PLCs members (the teachers) various strengths in order to build one another's confidence in implementing these strategies in the classroom on a daily basis.

Person Responsible

Christina Dickens

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Monthly PLCs logs/notes will explain the outcome and each's teacher's plan for differentiated instruction. Teachers' lesson plans, student work, administrative walk-throughs, and assessment data will provide evidence to demonstrate effectiveness of PLCs.

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

Structured PLCs focused on planning and assessing effective lessons for differentiated instruction.

Person Responsible

Christina Dickens

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Data analysis during MTSS meetings with PSLT, PLC notes, administrative feedback to teachers, and authentic assessment by the teachers will be used to monitor the fidelity of this strategy.

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

Structured PLCs focused on planning and assessing effective lessons for differentiated instruction.

Person Responsible

Christina Dickens

Schedule

Monthly, from 8/19/2014 to 10/1/2014

Evidence of Completion

Teachers will bring their student data to monthly PLCs. The team will analyze data, discuss trends in growth and areas of weakness, and then plan intervention lessons based on this collaboration. The data that can be used includes, but not limited to the following assessments: Achievement Series, FAIR-FS, DRAs, Running Records, Kindergarten assessments, County Formatives, state & classroom assessments in all subjects.

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

AGP teachers will provide differentiated instruction in the classroom collaboratively by enriching the academics of targeted students.

Person Responsible

Christina Dickens

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Administrative walkthroughs, AGP teacher lesson plans, PLC notes, PLC lead feedback, student work samples, and teacher observation, authentic assessment and feedback.

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

ESE teachers work collaboratively with the classroom teacher to provide differentiated instruction to students with special needs, and ensure these students are receiving appropriate accommodations that promote academic growth and success in areas of need as discussed in PLCs and listed in IEPs.

Person Responsible

Christina Dickens


Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Administrative walkthroughs, ESE teacher lesson plans, PLC notes, PLC lead feedback, student work samples, and teacher observation, authentic assessment and feedback.

G1.B1.S2 Integration of technology while teaching students to see connected concepts that stretch across content areas. 4

 S123432

Strategy Rationale

Students need to be proficient in the use of technology for writing, researching, and presentation of work in order to successfully meet the demands of the Common Core/Florida Standards. Technology provides teachers new and different ways to present information in all subjects and will increase student engagement in learning for the 21st century.

Action Step 1 5

Provide ongoing professional development for teachers to increase their proficiency in the use of technology (beyond the ELMO) to teach across content areas.

Person Responsible

Christina Dickens

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Teacher PD/Inservice record, administrative walkthroughs, teacher lesson plans that include technology integration, student work samples showing use of technology in learning.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

During vertical team meetings and faculty meeting, teachers will share plans for the use of technology to increase student success and/or share ways in which technology has been used effectively in order to spread the integration of technology throughout the school and in every classroom.

Person Responsible

Christina Dickens

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Administrative and teacher feedback, student work samples, vertical team and faculty meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will effectively use technology while teaching students to see connected concepts that stretch across content areas.

Person Responsible

Christina Dickens

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

More teachers will be integrating technology in their classroom as evidenced by observations made during administrative walkthroughs, teacher feedback, student work samples created and presented using technology.

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
G1.B1.S1.A1	PLCs will meet at least once a month to analyze student data and PLAN differentiated instruction strategies utilizing PLCs members (the teachers) various strengths in order to build one another's confidence in implementing these strategies in the classroom on a daily basis.	Dickens, Christina	8/19/2014	Monthly PLCs logs/notes will explain the outcome and each's teacher's plan for differentiated instruction. Teachers' lesson plans, student work, administrative walk-throughs, and assessment data will provide evidence to demonstrate effectiveness of PLCs.	6/5/2015 monthly
G1.B1.S2.A1	Provide ongoing professional development for teachers to increase their proficiency in the use of technology (beyond the ELMO) to teach across content areas.	Dickens, Christina	8/19/2014	Teacher PD/Inservice record, administrative walkthroughs, teacher lesson plans that include technology integration, student work samples showing use of technology in learning.	6/5/2015 monthly
G1.MA1	Teachers will use PLCs as a time to analyze student data, target specific areas for improvement and plan differentiated instruction lessons by sharing one another's strengths as teachers to build every teacher's confidence to effectively differentiate.		8/19/2014	Student scores on formative assessments: Achievement Series, FAIR-FS, DRAs, Running Records, Kindergarten assessments, County Formatives, state & classroom assessments in all subjects.	6/5/2015 monthly
G1.B1.S1.MA1	Structured PLCs focused on planning and assessing effective lessons for differentiated instruction.	Dickens, Christina	8/19/2014	Teachers will bring their student data to monthly PLCs. The team will analyze data, discuss trends in growth and areas of weakness, and then plan intervention lessons based on this collaboration. The data that can be used includes, but not limited to the following assessments: Achievement Series, FAIR-FS, DRAs, Running Records, Kindergarten assessments, County Formatives, state & classroom assessments in all subjects.	10/1/2014 monthly
G1.B1.S1.MA3	AGP teachers will provide differentiated instruction in the classroom	Dickens, Christina	8/19/2014	Administrative walkthroughs, AGP teacher lesson plans, PLC notes, PLC lead feedback, student work samples,	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collaboratively by enriching the academics of targeted students.			and teacher observation, authentic assessment and feedback.	
G1.B1.S1.MA4	ESE teachers work collaboratively with the classroom teacher to provide differentiated instruction to students with special needs, and ensure these students are receiving appropriate accommodations that promote academic growth and success in areas of need as discussed in PLCs and listed in IEPs.	Dickens, Christina	8/19/2014	Administrative walkthroughs, ESE teacher lesson plans, PLC notes, PLC lead feedback, student work samples, and teacher observation, authentic assessment and feedback.	6/5/2015 daily
G1.B1.S1.MA1	Structured PLCs focused on planning and assessing effective lessons for differentiated instruction.	Dickens, Christina	8/19/2014	Data analysis during MTSS meetings with PSLT, PLC notes, administrative feedback to teachers, and authentic assessment by the teachers will be used to monitor the fidelity of this strategy.	6/5/2015 weekly
G1.B1.S2.MA1	Teachers will effectively use technology while teaching students to see connected concepts that stretch across content areas.	Dickens, Christina	8/19/2014	More teachers will be integrating technology in their classroom as evidenced by observations made during administrative walkthroughs, teacher feedback, student work samples created and presented using technology.	6/5/2015 daily
G1.B1.S2.MA1	During vertical team meetings and faculty meeting, teachers will share plans for the use of technology to increase student success and/or share ways in which technology has been used effectively in order to spread the integration of technology throughout the school and in every classroom.	Dickens, Christina	8/19/2014	Administrative and teacher feedback, student work samples, vertical team and faculty meeting notes.	6/5/2015 monthly

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.

G1. Student achievement will increase when students are engaged in differentiated instruction, including but not limited to technology integration, aligned with the rigorous grade level and content-area standards implemented schoolwide.

G1.B1 Teachers lack confidence in planning for and implementing differentiated instruction.

G1.B1.S1 Structured PLCs focused on planning and assessing effective lessons for differentiated instruction.

PD Opportunity 1

PLCs will meet at least once a month to analyze student data and PLAN differentiated instruction strategies utilizing PLCs members (the teachers) various strengths in order to build one another's confidence in implementing these strategies in the classroom on a daily basis.

Facilitator

Ann-Marie Gonzalez, PLC lead teachers, and Content-area lead teachers

Participants

All teachers

Schedule

Monthly, from 8/19/2014 to 6/5/2015

G1.B1.S2 Integration of technology while teaching students to see connected concepts that stretch across content areas.

PD Opportunity 1

Provide ongoing professional development for teachers to increase their proficiency in the use of technology (beyond the ELMO) to teach across content areas.

Facilitator

Hillsborough County PDS, Roosevelt teachers with an expertise in a particular tool or use of technology

Participants

All teachers

Schedule

Monthly, from 8/19/2014 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