

Shields Middle School



2014-15 School Improvement Plan

Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

87%

Alternative/ESE Center

No

Charter School

No

Minority

83%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	D	C

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

Shields is committed to closing the achievement gap and ensuring all students are productive, respectful citizens that are college and or career bound.

Provide the school's vision statement

To build success in all we aim to do

School Environment

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

Students are welcomed with an open house for 6th graders to learn about the school and for our teachers to meet and greet parents and students. Teachers have been given training on building culture in pre-planning as well. The school has also been trained in "Teaching with Poverty" a district initiated professional development that teaches how to work with students that come from low socioeconomic backgrounds. Teachers pass out culture and personal surveys that gather information about students and incorporate these findings into their classroom lesson plans. Our school's big focus this year is on respecting our teachers as well as our peers. Respect is what we expect our teachers to show our students also in how they handle tough situations ensuring a safe and secure learning environment for all students.

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

Shields has implemented many safety type initiatives that allow our students to feel secure and have a strong learning environment. We have duties set up in the morning and afternoon to monitor hot spots and areas of high traffic. We also have teachers committed to sweeping the hallways after every tardy bell to ensure no skipping and student safety in the hallways. All teachers are at their doorways during every passing to also ensure added safety during the passing periods. We at Shields also implement the ten minute rule that there is to be no movement the first and last ten minutes of class. Finally our deputy has a crime watch unit that monitors the restrooms/hallways throughout the middle thirty minutes of class. These students carry a radio so they can report to our deputy if there is a safety issue they see. After school it is the expectation of all teachers to walk their class to the bus ramp until dismissal to add more safety to the campus.

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

Shields has a consistent system for conduct that all teachers use. Teachers created this system as a group and they buy into its use. This ensures fairness and equity across all classrooms and allows for structured student learning. These are pointed out below and are given to all students as well as teachers in the student and teacher handbook.

Shields Conduct System
Conduct Cuts: Points Lost

1. Talking.....	3
Talking while teacher is talking, talking without permission, off topic conversation, during morning show, etc.	
2. Unprepared	3
*continuously omitting to bring materials for class, does not include assignments (i.e. homework/projects)	
3. Off Task.....	3
Writing/passing notes, head down, working on another subject assignment	
4. Out of seat without permission.....	3
5. Inappropriate Behavior.....	5
Behavior that disrupts class instruction, horseplay, throwing objects, rudeness, fragrant sprays & lotion, etc.	
6. Cell phones/Electronic Devices.....	3
(See policy)	
7. Disrespect to Peers.....	5
**insults, making fun of others, laughing at student mistakes, talking about others	
8. Disrespect to Adults.....	5
Cursing (automatic referral for cursing at adults – 3 days OSS), talking back, inappropriate gestures etc.	
Conduct cuts should not be assigned for missing or incomplete assignments as students are already penalized academically.	
Positive incentives for behavior, attendance, and academics are also handed out via front of the line lunch cards, activity days for qualifying students, and fun Fridays in the cafeteria. If the students keep to their assigned seats, keep the lunchroom clean, and do not have too many tardy's, they are rewarded with free seating and electronic use during their lunches on Friday's.	
There is also a clear protocol for behavioral situations in the the classroom that teachers must go through before they write a referral. These include letters, to parents, parent phone calls, referrals to guidance and student success specialist, changing of seats, use of timeouts to other classrooms, and private conferences with the students. Administrators also have a guideline of actions for certain behaviors that remains consistent from each assistant principal.	

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

The Student Services Department at Shields Middle School includes the Guidance Counselors, Social Worker, School Psychologist, and Student Success Specialists. This group of professionals are responsible for addressing the social-emotional needs of students, amongst other duties. Students who demonstrate a need in this area are provided with mentoring, coaching, and brief, solution-focused counseling as necessary. At times, the student’s social-emotional difficulties persist and are determined to extend beyond what we are able to address within the school setting. In those cases, we provide the family with a referral for a continuum of outside resources, ranging from community programs and case management services to mental health and crisis counseling, depending on the severity of their needs.

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

N/A

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
	6	7	8	
Attendance below 90 percent	78	115	223	416
One or more suspensions	25	107	175	307
Course failure in ELA or Math	8	90	124	222
Level 1 on statewide assessment	211	193	347	751

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	54	140	246	440

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

- Some of these students are enrolled in AVID for extra support
 - SLP (Shields Leadership Program) - Free after school mentoring and tutoring program (tutoring is provided for all core subjects)
 - many students who were in step are also enrolled in our ILAP program this year for extra support
 - One guidance counselor is in charge of STEP and ILAP students (more monitoring)
 - Student Success Specialist is the first support for STEP and will help monitor discipline, and academics and make necessary home visits if necessary for extra support
- AP is also in constant communication with Core Committee Team(RTI, FBS, attendance, etc.) to ensure students that have early warning indicators to make sure students are constantly monitored.

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

PIP

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

Shields reaches out to many community partners. Our teachers continually reach out to local gardening and Home Depot/ Lowes type stores for beautification of the campus. Our campus is beautiful because of the local nurseries that have supported our school. We also have supported local restaurants and

businesses with our school get together's. These businesses in return have given us free food and low cost options for faculty meetings, open houses, etc.

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
Kovacs, Tibor	Principal
Carter, David	Teacher, K-12
Kitko, Dennis	Assistant Principal
Faber, Paul	Administrative Support
Brown, Tiatasha	Assistant Principal

Duties

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

I.D.2. What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

CHOOSE THE APPROPRIATE 2 PORTIONS:

Elementary PSLT Members

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

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

Middle/High PSLT Members

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)

Elementary/Middle/High

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/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

I.D.1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual needs. Elementary/Middle/High

• 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:

o 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)

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

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

o Develop and target interventions based on confirmed hypotheses.

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

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

o 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).

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

o 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:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

III.A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

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
David Carter	Teacher
Tibor Kovacs	Principal
Angela Sabala	Teacher
David Parker	Teacher
Janet Matthews	Teacher
laura trevino	Parent
Charlie Sellick	Business/Community
Nicole Westbrook	Student

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

-We were up three percent or greater in all of the following in Reading, Science, and Writing. We fell short one percentage point in our mathematics goal.

-Student discipline was down 15 %, but our goal was a 20% so we feel short by 5%

-Attendance was at 92.2% and we were aiming for 94% so we fell short by 1.8%

Development of this school improvement plan

I.B.2. Describe the involvement of the SAC in the 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, 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

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

Mathematics Goal #2:

In grades 6-8, the percentage of Standard Curriculum students scoring Achievement Levels 4 or 5 in Math will increase from 14% to 17%

Mathematics Goal #3:

In grades 6-8, the percentage of All Curriculum students making learning gains in Math will increase from 58% to 60%. Various student incentives (gift cards, food, awards, etc)

\$600

Science Goal #1:

In grades 6-8, the percentage of Standard Curriculum students scoring proficient Level 3-5 in science will increase from 29% to 32%. Apple IPAD Mini 16G

Apple Composite AV Cable

Apple Wireless Keyboard

IPAD Mini Smart Cover (Green) \$1,000

ESE - 4. Students in lowest 25% not making learning gains in Reading

5B. Economically disadvantaged students not making satisfactory progress in reading

5D: Students with Disabilities not making satisfactory progress in reading Various student incentives (gift cards, food, awards, etc)

\$600

AOR - Students in lowest 25% not making learning gains in Reading Various student incentives (gift cards, food, awards, etc)

\$400

Attendance Goal #1:

The attendance rate will increase from 92% in 2012-2013 to 94% in 2013-2014.

The number of students who have 10 or more unexcused absences throughout the school year will decrease from 392 in 2012-2013 to 350 in 2013-2014.

FCS - Reading Goal #1:

In grades 6-8, the percentage of FCAT 2.0 students scoring proficient in reading level 3-5 will increase from 32% to 35%

Various student incentives (gift cards, food, awards, etc)

Various student incentives (t-shirts, gift cards, food, awards, etc)

\$400

\$400

Final Amount Spent \$3,400

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

No

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
	Assistant Principal
Kovacs, Tibor	Principal
Carter, David	Teacher, Adult
Faber, Paul	Administrative Support
Kitko, Dennis	Assistant Principal
Kincaid, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

LLT promotes literacy within the school through encouraging parent involvement via our Literacy Family Nights (one per semester), through making reading fun via our Read Across America Week activities (in January), and also through analyzing student data to create a plan of action for addressing the literacy needs of our school as a whole.

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

- Teachers are given common planning and lunch times in order to hold cooperative PLC's with coaches and one another.
- Weekly PLC's are attended by members of each grade level and subject area
- 6th Grade teams are given common planning by teams in order to better meet the needs of our incoming 6th graders.
- Teachers volunteer for many committees that include PRIDE awards to school procedures. Teachers, with information and suggestions from students, truly create procedures and policies that best suit the needs of the school

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

- School attends district recruiting fairs in order to obtain highly qualified teachers
- School encourages highly successful substitutes that fit the school culture to take certification tests in order to become qualified teachers and keep continuity to our school
- School recruits and looks at many candidates from out of state teaching colleges and interviews as early as possible to get the most qualified teachers from educational universities

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

I.C.7.a. Describe your school's teacher mentoring program/plan 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 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 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: After School Program

Minutes added to school year: 4,000

SLP is created for students to enhance learning in the core areas.

Strategy Rationale

Experts and high performing teachers tutor and help student who may be struggling with certain areas in order to help them perform better in school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Tiatasha, tiatasha.brown@sdhc.k12.fl.us

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

Data chats will used from our student success specialists and data will be pulled in order to compare the students attending SLP and it's effectiveness in helping student pass core classes.

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

I.H.1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.

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

I.I.2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs 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

I.I.1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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

I.1.3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level expectations and content area 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. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level expectations and content area standards. 1a

G044386

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 07	15.0
Highly Qualified Teachers	80.0
Attendance Below 90% Grade 06	15.0
Attendance Below 90% Grade 08	15.0
Course Failures Mathematics	10.0
Math Lowest 25% Gains	53.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Coaches
- PLCs
- AVID
- Accelerated Math
- STEP
- ILAP
- New Teacher Mentoring Program
- SLP
- ELP
- RAC
- WAC
- Bootcamps

Targeted Barriers to Achieving the Goal 3

- Limited Professional Development opportunities

Plan to Monitor Progress Toward G1. 8

Student scoring and data will be checked

Person Responsible

Tibor Kovacs

Schedule

Biweekly, from 9/1/2014 to 5/31/2015

Evidence of Completion

A data board will be used in the school psychologist office for all areas of discipline, attendance, and at risk

Plan to Monitor Progress Toward G1. 8

Students will be data checked via ese supervisor/ supervisor committee

Person Responsible

Tiatasha Brown

Schedule

Monthly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Data walls and ESE data materials reviewed

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 rigorous tasks that are aligned with grade level expectations and content area standards. **1**

 G044386

G1.B2 Limited Professional Development opportunities **2**

 B109074

G1.B2.S1 Increase time for professional development within PLC framework **4**

 S120576

Strategy Rationale

Allow for specialized trainings in PLCS for teachers with needs in classroom management and school wide engagement activities

Action Step 1 **5**

Schoolwide trainings during PLC's from coaches

Person Responsible

Jennifer Kincaid

Schedule

Weekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Teachers PLC's Logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Fair Scores and testing scores

Person Responsible

Tiatasha Brown

Schedule

On 5/31/2015

Evidence of Completion

Testing scores from FAIR reading and other mid term assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Changes in PLC's meetings

Person Responsible

Tiatasha Brown

Schedule

On 5/31/2015

Evidence of Completion

Testing scores

G1.B2.S2 Increase time for faculty wide professional development opportunities 4

S120577

Strategy Rationale

Teacher decision on what to train on based on student performance and teacher needs allow for positive faculty meetings that focus on teacher driven issues

Action Step 1 5

Schedule consistent professional development days on school wide calendar

Person Responsible

Tiatasha Brown

Schedule

Biweekly, from 9/16/2014 to 5/26/2015

Evidence of Completion

school wide calendar

Action Step 2 5

Analyze student performance data and EET data

Person Responsible

Dennis Kitko

Schedule

Weekly, from 9/16/2014 to 5/22/2015

Evidence of Completion

monthly data reports

Action Step 3 5

Determine professional development topics

Person Responsible

Jennifer Kincaid

Schedule

Biweekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

meeting minutes, PLC logs

Action Step 4 5

Implement professional development sessions

Person Responsible

Tibor Kovacs

Schedule

On 5/25/2015

Evidence of Completion

sign-in sheets, follow-ups/PLC logs, lesson plans

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Using swuccess specialist, students wil be monitored on regular basis

Person Responsible

Tiatasha Brown

Schedule

Every 6 Weeks, from 10/1/2014 to 5/31/2015

Evidence of Completion

Notes and meetings submitted by student success specialist in documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Pulling grades and keeping behavior monitored via edsby and easi

Person Responsible

Tiatasha Brown


Schedule

Monthly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Data chats with ESE district discipline liason/ School psychologist as well keeps data on board and discipline committee meets monthly as well

G1.B2.S4 Align professional development offerings with data 4

 S120579

Strategy Rationale

Allows for individual professional development that allows teacher to best suit their time and needs when training

Action Step 1 5

Analyze student performance data and EET data

Person Responsible

Tiatasha Brown

Schedule

Biweekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

monthly data reports

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

1. School wide calendar checks
2. published data reports
3. debriefs with coaches and professional development facilitators,
4. classroom and PLC walkthroughs

Person Responsible

Jennifer Kincaid

Schedule

Weekly, from 10/1/2014 to 5/31/2015

Evidence of Completion

1. important dates disseminated at Lead Team meetings
2. agendas and meeting minutes
3. Professional Development session plans
4. walkthrough forms, sign in sheets, evaluations, coaching logs, mentor logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

1. monitor lessons being taught for student engagement and rigor
2. Data analysis and monitoring for student growth

Person Responsible

Tiatasha Brown

Schedule

On 5/31/2015

Evidence of Completion

1. walkthrough forms, observational notes
2. data analysis reports, Lead Team minutes

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.B2.S2.A1	Schedule consistent professional development days on school wide calendar	Brown, Tiatasha	9/16/2014	school wide calendar	5/26/2015 biweekly
G1.B2.S4.A1	Analyze student performance data and EET data	Brown, Tiatasha	10/1/2014	monthly data reports	5/31/2015 biweekly
G1.B2.S1.A1	Schoolwide trainings during PLC's from coaches	Kincaid, Jennifer	10/1/2014	Teachers PLC's Logs	5/31/2015 weekly
G1.B2.S2.A2	Analyze student performance data and EET data	Kitko, Dennis	9/16/2014	monthly data reports	5/22/2015 weekly

Hillsborough - 0055 - Shields Middle School - 2014-15 SIP
Shields Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A3	Determine professional development topics	Kincaid, Jennifer	10/1/2014	meeting minutes, PLC logs	5/31/2015 biweekly
G1.B2.S2.A4	Implement professional development sessions	Kovacs, Tibor	9/2/2014	sign-in sheets, follow-ups/PLC logs, lesson plans	5/25/2015 one-time
G1.B2.S2.A5	[no content entered]			one-time	
G1.MA1	Student scoring and data will be checked	Kovacs, Tibor	9/1/2014	A data board will be used in the school psychologist office for all areas of discipline, attendance, and at risk	5/31/2015 biweekly
G1.MA2	Students will be data checked via ese supervisor/ supervisor committee	Brown, Tiatasha	10/1/2014	Data walls and ESE data materials reviewed	5/31/2015 monthly
G1.B2.S1.MA1	Changes in PLC's meetings	Brown, Tiatasha	10/1/2014	Testing scores	5/31/2015 one-time
G1.B2.S1.MA1	Fair Scores and testing scores	Brown, Tiatasha	10/1/2014	Testing scores from FAIR reading and other mid term assessments	5/31/2015 one-time
G1.B2.S2.MA1	Pulling grades and keeping behavior monitored via edsby and easi	Brown, Tiatasha	10/1/2014	Data chats with ESE district discipline liason/ School psychologist as well keeps data on board and discipline committee meets monthly as well	5/31/2015 monthly
G1.B2.S2.MA1	Using swuccess specialist, students will be monitored on regular basis	Brown, Tiatasha	10/1/2014	Notes and meetings submitted by student success specialist in documentation	5/31/2015 every-6-weeks
G1.B2.S4.MA1	1. monitor lessons being taught for student engagement and rigor 2. Data analysis and monitoring for student growth	Brown, Tiatasha	10/1/2014	1. walkthrough forms, observational notes 2. data analysis reports, Lead Team minutes	5/31/2015 one-time
G1.B2.S4.MA1	1. School wide calendar checks 2. published data reports 3. debriefs with coaches and professional development facilitators, 4. classroom and PLC walkthroughs	Kincaid, Jennifer	10/1/2014	1. important dates disseminated at Lead Team meetings 2. agendas and meeting minutes 3. Professional Development session plans 4. walkthrough forms, sign in sheets, evaluations, coaching logs, mentor logs	5/31/2015 weekly

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 rigorous tasks that are aligned with grade level expectations and content area standards.

G1.B2 Limited Professional Development opportunities

G1.B2.S1 Increase time for professional development within PLC framework

PD Opportunity 1

Schoolwide trainings during PLC's from coaches

Facilitator

Jennifer Kincaid and Academic Coaches

Participants

All teachers

Schedule

Weekly, from 10/1/2014 to 5/31/2015

G1.B2.S2 Increase time for faculty wide professional development opportunities

PD Opportunity 1

Schedule consistent professional development days on school wide calendar

Facilitator

Tibor Kovacs/ Tia Brown

Participants

All teachers and staff

Schedule

Biweekly, from 9/16/2014 to 5/26/2015

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