

Hillborough County Public Schools

Memorial Middle School



2015-16 School Improvement Plan

Memorial Middle School

4702 N CENTRAL AVE, Tampa, FL 33603

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	91%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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 faculty and staff of Memorial Middle School will collaboratively use every available resource to foster an environment of high expectations which supports the physiological, social, emotional, and academic needs of every student.

Provide the school's vision statement

Memorial Middle School is dedicated to setting a high standard of academic excellence, where every student will fulfill his/her greatest potential.

School Environment

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

The school learns about the students' cultures via various data breakdown based on the school's enrolled student body, (Sagebrush). Teachers and students build relationships via various activities. Teachers are encouraged to have a few minutes of non-academic discussions to encourage students to speak openly about themselves, especially during the first 20 days of school. Teachers sponsor or attend extra-curricular activities to show school spirit and build relationships. Students are encouraged to visit Guidance personnel or the social worker to seek help, if needed.

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

A safe environment is created for students by making every effort to monitor them. Before school, students must be in the supervised area of the gym or cafeteria. During school, the halls are monitored by teachers and administrators. Administrators conduct pop-in visits to classrooms. After school, any student on campus must be under the supervision of a teacher.

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

Memorial uses the Positive Behavior System (PBS) to establish school wide behavior expectations. Positive behavior is emphasized and rewarded via weekly, monthly, and quarterly reward and awards. CHAMPS is used as the school wide model for various activities in the school. (i.e. transitions, entering or leaving a classroom). Bulldog bucks are used to reward positive, on-task student behavior. Classrooms have a visual reference which outlines the disciplinary process for the school. All these policies were reviewed with the student body during the first days of school and will be reviewed as needed.

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

1st Tardy - Verbal warning.

2nd Tardy - Written warning in Agenda, Edsby, or email.

3rd Tardy - Parent notification by teacher: Phone call, e-mail, or tardy form mailed to the home.

4th Tardy - Referral to Guidance.

After 4th Tardy - Tardies after 4th violation will result in progressive consequences, handled by Administration.

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

- Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed 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.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o Use the problem-solving model when analyzing data:
 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 (changeable barriers).
 - o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
 - o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
 - o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (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, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention 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?

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 can come from the following sources:

**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.

FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.

BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/Individual teachers.

FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.

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

TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.

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

**Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.

FAIR OPM: School generated excel database; Leadership Team/Reading Coach.

ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.

CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.

**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.

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
	6	7	8	
Attendance below 90 percent	24	24	60	108
One or more suspensions	19	48	84	151
Course failure in ELA or Math	6	26	32	64
Level 1 on statewide assessment	0	0	0	

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	9	20	40	69

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(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 Leadership team meets regularly (e.g., bi-weekly/monthly). 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
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the 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 Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs
 - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - o 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 Leadership Team/PSLT)
 - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student

outcomes through data summaries and conferences.

- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is 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?

Yes

PIP Link

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

Description

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

The Leadership Team and the SAC Team have developed ties and close relationships with local businesses. Local businesses provide time and services for such activities as student and teacher incentives and awards. Business partners are invited to participate in the SAC meetings as well as the monthly ELL meetings. Members of the Leadership Team frequently solicit contributions from local businesses. The church close to the school contributes school supplies for students as well as teachers.

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:

Name	Title
Lefler, Henry	Principal
Burgess, Stacie	Assistant Principal
Mertens, Jane	Instructional Coach
Valentine, Xiomara	SAC Member
Wilson, Bobby	Assistant Principal
Pilcher, Vernest	Instructional Coach
Rio, Lucinda	Instructional Coach
Smith, DeborahD	Other
Cole-Enriquez, Danielle	Teacher, K-12
	Teacher, K-12
Bennett, Jennifer	Teacher, K-12
Bennett, Kory	Teacher, K-12
Baily, Aesha	Teacher, K-12
Torres-Crosby, Maria	Teacher, K-12
Wilson, Edmund	Teacher, K-12

Duties

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

The leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- (Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

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:

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 measureable (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.

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:**

Name	Stakeholder Group
Henry Lefer	Principal
Stacie Burgess	Teacher
Xiomara C. Valentine	Teacher
Mrs. Rosbot	Parent

Duties***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes******Evaluation of last year's school improvement plan***

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, 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

Reading Goal 3: Increase Learning Gains Incentives for active student engagement during FAIR testing \$800

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:**

Name	Title
Burgess, Stacie	Assistant Principal
Lefler, Henry	Principal
Mertens, Jane	Instructional Coach
Smith, DeborahD	Other
Section, Gromoski	Teacher, K-12
	Teacher, K-12
Stewart-White, Tiffany	Teacher, K-12
Flowers, Vanessa	Teacher, K-12
Valentine, Xiomara	Teacher, K-12

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

Memorial has a school wide reading strategy, Tackle 10, which is utilized across all curriculums. In addition, Star Words (academic vocabulary) each Monday and is used in classrooms throughout the week. Battle of the Books has a team comprised of students from all grade levels who will compete in a district wide competition. The faculty has also created a Battle of the Books Team. The Media Specialist arranges for visiting authors to visit and discuss their writings with the 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

Teacher have established time to meet as a faculty, as well as grade level and subject area PLCs.

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. 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.

The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be

rated in the “good to excellent” range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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

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: 1,800

Afterschool Extended Learning Program

Strategy Rationale

Provide additional assistance for underachieving students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lefler, Henry, henry.lefler@sdhc.k12.fl.us

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

Academic achievement data based on district assessments

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

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

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

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

District-Level

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

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

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

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

School-Level

Students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.

- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.
- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students in all classrooms will engage in the close reading of rigorous texts. Students will be able to demonstrate content knowledge through well constructed text based written responses.

- G2.** Student achievement will increase when relationships are strengthened and students are engaged in rigorous tasks

Strategic Goals Detail

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

G1. Students in all classrooms will engage in the close reading of rigorous texts. Students will be able to demonstrate content knowledge through well constructed text based written responses. 1a

G074195

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- The Literacy/Reading coach and Content area academic coaches
- District and State Resources for Literacy

Targeted Barriers to Achieving the Goal 3

- Memorial has a very mobile student population who have gaps in their learning.
- Gettiing students to become activiely engaged in reading inside and outside of the classroom.

Plan to Monitor Progress Toward G1. 8

Review data generated through City Schools platform.

Person Responsible

Jane Mertens

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

System generated reports data and discussion at subject area PLC meetings.

G2. Student achievement will increase when relationships are strengthened and students are engaged in rigorous tasks **1a**

G074196

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

- The faculty and support staff of Memorial Middle School

Targeted Barriers to Achieving the Goal **3**

- Consistent procedures and fidelity to procedures.
- Gettiing students to become activiely engaged in school.
- Teacher to Student relationships/connections.

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

Monitor referral data from previous periods.

Person Responsible

Stacie Burgess

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

As the teachers have a more uniform response to classroom activities and provide positive incentives, referrals should decrease.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Students in all classrooms will engage in the close reading of rigorous texts. Students will be able to demonstrate content knowledge through well constructed text based written responses. **1**

 G074195

G1.B1 Memorial has a very mobile student population who have gaps in their learning. **2**

 B193705

G1.B1.S1 STEAM activities will be presented school wide each Monday and reviewed on a regular basis to expose students to new academic cross content words. **4**

 S205249

Strategy Rationale

Action Step 1 **5**

Weekly word building exercise to increase academic vocabulary across all content areas.

Person Responsible

Jane Mertens

Schedule

On 5/27/2016

Evidence of Completion

Assessments and bell work checks by content area teachers.

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

Subject area PLC's to review student achievement and on-going progress of content area vocabulary development.

Person Responsible

Jane Mertens

Schedule

On 5/27/2016

Evidence of Completion

Monthly assessment by content area teachers.

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

Collect assessment data from area content classrooms.

Person Responsible

Jane Mertens

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Data reflected through City Schools platform.

G1.B2 Getting students to become actively engaged in reading inside and outside of the classroom. 2

B193706

G1.B2.S1 Offer reading programs and incentives to encourage students to read outside of the classroom

4

S205250

Strategy Rationale

Action Step 1 5

Offer reading programs and incentives to encourage students to read outside of the classroom

Person Responsible

DeborahD Smith

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Monitor media center usage reports by teacher or area content.

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

Teacher will visit the media center to allow students to check out books on various topics of student interest.

Person Responsible

DeborahD Smith

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

System reports generated by the media specialist.

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

Media specialist will speak with the students to encourage students to check out books of interest to them.

Person Responsible

DeborahD Smith

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

System reports generated by the media specialist.

G2. Student achievement will increase when relationships are strengthened and students are engaged in rigorous tasks 1

 G074196

G2.B1 Consistent procedures and fidelity to procedures. 2

 B193707

G2.B1.S1 Ensure teachers follow uniform procedures in the classroom and in all common areas of the school. 4

 S205251

Strategy Rationale

Positive student behavior will increase with a uniform practice of school procedures inside and outside of the classroom.

Action Step 1 5

Teachers will meet to ensure fidelity to school wide CHAMPS and PBS procedures

Person Responsible

Stacie Burgess

Schedule

Weekly, from 9/1/2015 to 5/16/2016

Evidence of Completion

CHAMPS procedures posted in classrooms

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Faculty and staff will use common language and procedures to address student behavior.

Person Responsible

Stacie Burgess

Schedule

On 9/1/2015

Evidence of Completion

Teacher binder and PBS chart in classroom for reference.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Use of common language and procedures will ensure a more stream lined student behavior protocol.

Person Responsible

Stacie Burgess


Schedule

Monthly, from 9/1/2015 to 5/27/2016


Evidence of Completion

Positive student behavior should result in fewer discipline issue throughout the year.

G2.B2 Getting students to become actively engaged in school. 2

 B193708

G2.B2.S1 Use of Positive Behavior System to encourage students to actively engage in positive social and academic behavior. 4

 S205252

Strategy Rationale

Positive student behavior should increase as students are rewarded to everyday, and for some students, conscious positive choices.

Action Step 1 5

Students will be instructed and coached through use of PBS to actively engage in more positive behavior choices.

Person Responsible

Tiffany Stewart-White

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Faculty and staff will actively praise and reward students for demonstrating positive social and academic behavior.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Student will be verbal praise and Bulldog Bucks for demonstrating positive social and academic behavior.

Person Responsible

Tiffany Stewart-White

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Students will purchase items with Bulldog Bucks or be invited to quarterly reward activities.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Through various interventions reinforced with PBS student referrals should decrease.

Person Responsible

Tiffany Stewart-White

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Referrals should decrease compared to the same time period of the previous year as more positive is practiced by students.

G2.B3 Teacher to Student relationships/connections. 2

 B193709

G2.B3.S1 To establish in school activities to strengthen teacher student relationships. 4

 S205253

Strategy Rationale

To establish in school activities to strengthen teacher student relationships.

Action Step 1 5

Book study Classroom Management with a Heart.

Person Responsible

Stephanie Garcia

Schedule

On 8/20/2015

Evidence of Completion

Discussion of book and sign-in sheet for points.

Action Step 2 5

Establish procedures for extended Mondays Homeroom.

Person Responsible

Bobby Wilson

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Students will participate in various activities during extended Homeroom on a rotating basis.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Participation will be monitored by teachers and walk-through of classrooms.

Person Responsible

Bobby Wilson

Schedule

On 5/27/2016

Evidence of Completion

As attendance is reviewed on a weekly and monthly basis, there should be an increase in student attendance and active participation as a result of positive relationships developed.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Participation will be monitored by teacher sign-in sheet and student attendance.

Person Responsible

Bobby Wilson

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

As attendance is reviewed on a weekly and monthly basis, there should be an increase in student attendance on Mondays as a result of positive teacher/student relationships.

Appendix 1: Implementation Timeline

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

Hillsborough - 2882 - Memorial Middle School - 2015-16 SIP

Memorial Middle School

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	Weekly word building exercise to increase academic vocabulary across all content areas.	Mertens, Jane	9/1/2015	Assessments and bell work checks by content area teachers.	5/27/2016 one-time
G1.B2.S1.A1	Offer reading programs and incentives to encourage students to read outside of the classroom	Smith, DeborahD	9/1/2015	Monitor media center usage reports by teacher or area content.	5/27/2016 monthly
G2.B1.S1.A1	Teachers will meet to ensure fidelity to school wide CHAMPS and PBS procedures	Burgess, Stacie	9/1/2015	CHAMPS procedures posted in classrooms	5/16/2016 weekly
G2.B2.S1.A1	Students will be instructed and coached through use of PBS to actively engage in more positive behavior choices.	Stewart-White, Tiffany	9/1/2015	Faculty and staff will actively praise and reward students for demonstrating positive social and academic behavior.	5/27/2016 weekly
G2.B3.S1.A1	Book study Classroom Management with a Heart.	Garcia, Stephanie	8/20/2015	Discussion of book and sign-in sheet for points.	8/20/2015 one-time
G2.B3.S1.A2	Establish procedures for extended Mondays Homeroom.	Wilson, Bobby	9/1/2015	Students will participate in various activities during extended Homeroom on a rotating basis.	5/27/2016 weekly
G1.MA1	Review data generated through City Schools platform.	Mertens, Jane	9/1/2015	System generated reports data and discussion at subject area PLC meetings.	5/27/2016 monthly
G1.B1.S1.MA1	Collect assessment data from area content classrooms.	Mertens, Jane	9/30/2015	Data reflected through City Schools platform.	5/27/2016 monthly
G1.B1.S1.MA1	Subject area PLC's to review student achievement and on-going progress of content area vocabulary development.	Mertens, Jane	9/1/2015	Monthly assessment by content area teachers.	5/27/2016 one-time
G1.B2.S1.MA1	Media specialist will speak with the students to encourage students to check out books of interest to them.	Smith, DeborahD	9/1/2015	System reports generated by the media specialist.	5/27/2016 monthly
G1.B2.S1.MA1	Teacher will visit the media center to allow students to check out books on various topics of student interest.	Smith, DeborahD	9/1/2015	System reports generated by the media specialist.	5/27/2016 monthly
G2.MA1	Monitor referral data from previous periods.	Burgess, Stacie	9/1/2015	As the teachers have a more uniform response to classroom activities and provide positive incentives, referrals should decrease.	5/27/2016 monthly
G2.B1.S1.MA1	Use of common language and procedures will ensure a more stream lined student behavior protocol.	Burgess, Stacie	9/1/2015	Positive student behavior should result in fewer discipline issue throughout the year.	5/27/2016 monthly
G2.B1.S1.MA1	Faculty and staff will use common language and procedures to address student behavior.	Burgess, Stacie	9/1/2015	Teacher binder and PBS chart in classroom for reference.	9/1/2015 one-time
G2.B2.S1.MA1	Through various interventions reinforced with PBS student referrals should decrease.	Stewart-White, Tiffany	9/1/2015	Referrals should decrease compared to the same time priod o the previous year as more positive is practiced by students.	5/27/2016 weekly
G2.B2.S1.MA1	Student will be verbal praise and Bulldog Bucks for demonstrating positive social and academic behavior.	Stewart-White, Tiffany	9/1/2015	Students will purchase items with Bulldog Bucks or be invited to quarterly reward activities.	5/27/2016 biweekly
G2.B3.S1.MA1	Participation will be monitored by teacher sign-in sheet and student attendance.	Wilson, Bobby	9/1/2015	As attendance is reviewed on a weekly and monthly basis, there should be an increase in student attendance on Mondays as a result of positive teacher/student relationships.	5/27/2016 monthly
G2.B3.S1.MA1	Participation will be monitored by teachers and walk-through of classrooms.	Wilson, Bobby	9/1/2015	As attendance is reviewed on a weekly and monthly basis, there should be an increase in student attendance and active participation as a result of positive relationships developed.	5/27/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Student achievement will increase when relationships are strengthened and students are engaged in rigorous tasks

G2.B3 Teacher to Student relationships/connections.

G2.B3.S1 To establish in school activities to strengthen teacher student relationships.

PD Opportunity 1

Book study Classroom Management with a Heart.

Facilitator

Stephanie Garcia

Participants

School faculty

Schedule

On 8/20/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Weekly word building exercise to increase academic vocabulary across all content areas.	\$0.00
2	G1.B2.S1.A1	Offer reading programs and incentives to encourage students to read outside of the classroom	\$0.00
3	G2.B1.S1.A1	Teachers will meet to ensure fidelity to school wide CHAMPS and PBS procedures	\$0.00
4	G2.B2.S1.A1	Students will be instructed and coached through use of PBS to actively engage in more positive behavior choices.	\$0.00
5	G2.B3.S1.A1	Book study Classroom Management with a Heart.	\$0.00
6	G2.B3.S1.A2	Establish procedures for extended Mondays Homeroom.	\$0.00
			Total: \$0.00