Memorial Middle School

2017-18 Schoolwide Improvement Plan

Memorial Middle School

4702 N CENTRAL AVE, Tampa, FL 33603

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	D

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Memorial Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Working together to prepare students for life.

2. School Environment

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

The school year begins with an Open House where students and families are invited to meet the teachers, learn school procedures and ask questions. Teachers incorporate activities into their lesson during the first few days of school to get to know the students. Teachers also reference online data to gain important information that will impact instruction that relates to student backgrounds and culture. Conference nights are held each nine weeks where students and families are invited to meet with teachers to discuss academic progress. The "Dream Team" mentoring program connects students with staff members to build relationships and a support system on campus.

b. 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 are supervised in the "Allstars Program" and in the cafeteria before reporting to class. Before and after school, during class change and lunches, staff monitor all common areas and teachers stand at their doors. Using CHAMPS, teachers communicate clear, common language and expectations with students for all parts of the day. Teachers take time to build relationships with individual students. The "Dream Team" mentoring program provides students with an adult on campus to make a connection.

c. 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). Classrooms have a visual reference to CHAMPS and review these procedures for all parts of the day. School-wide CHAMPS procedures and expectations

are taught during the first days of school and reviewed frequently. PRIDE points are awarded using the HERO system to reinforce and reward positive behavior and meeting the PRIDE expectations.

C - Conversation
H - Help
A - Activity
M - Movement
P - Participation
S - Success

P - I will participate and actively earn my education.
R - I will respect myself, my school and my community.
I - I will show integrity and do the right thing to earn the trust of others, even when no one is watching.
D - I will be determined to succeed because failure is not an option.
E - In all things, I will earn it!

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. Students will sign a Tardy Log in each class when they are tardy and teachers will record each tardy in EdConnect.

1st Tardy - Verbal Warning
2nd Tardy - Verbal Warning
3rd Tardy - Lunch Detention and Parent Call
4th Tardy - Lunch Detention, Referral to Guidance and Parent Call
5th Tardy - Referral to Guidance, Referral to Admin and Parent Call

d. 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?

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 FSA 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; Academic Coaches/AP.

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

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

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

FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Academic Coaches.

WIDA: 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/Academic Coaches.

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; Academic Coaches.

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

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

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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	27	40	39	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	5	63	68	0	0	0	0	136
Course failure in ELA or Math	0	0	0	0	0	0	0	15	34	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	105	109	121	0	0	0	0	335

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	19	64	77	0	0	0	0	160

c. 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 Tiers2/3
• 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).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

2. 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 businessess. The church close to the school contributes school supplies for students as well as teachers.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Gillyard, April	Principal
Robinson, Tehia	Assistant Principal
Mertens, Jane	Instructional Coach
Franks, Andria	Instructional Coach
Weaver, William	Instructional Coach
Pilcher, Vernest	Instructional Coach
Rio, Lucinda	Instructional Coach
Valentine, Xiomara	SAC Member
Stewart-White, Tiffany	Psychologist

b. Duties

1. 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
• AVID Coordinator
• Academic Coaches
• Team Leaders
• SAL's
• Psychologist
• Social Worker
• Success Coach
• Guidance Counselors
• ELL Specialist
• ESE Specialist
• SAC Chair
(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

PSLT Coordinator - Principal/Assistant Principal for Curriculum/Assistant Principal for Administration: Coordinate and oversee the decision making process to ensure integrity and consistency of the RTI implementation across the school. The Coordinator attends PSLT meetings at the Tier 1 level, provides specific procedures for resource allocation and monitors the fidelity of instruction/ intervention at the classroom and school level.
PSLT Meeting Facilitator - Psychologist/Academic Coach/Social Worker/Guidance Counselor/ESE Specialist: Opens the meeting with the expectations. The Facilitator establishes and maintains a supportive environment by encouraging participation, clarifying information, designing procedures for ongoing communication and assisting with monitoring the fidelity of the interventions at each tier.
PSLT Content Specialist - Administrator/Academic Coach/ESE Specialist/Success Coach: Ensure implementers are trained on new content materials, collaborates on core instructional planning and assists in identifying instructional strategies to address the areas of concern. The Content Specialist will assist with monitoring the fidelity of instruction and intervention implementation at each tier.
PSLT Data Consultant - Assistant Principal for Curriculum/Academic Coach/ESE Specialist/Success Coach/Guidance Counselor: Prior to the meeting, assists with collecting, organizing, analyzing and interpreting data to present as a guide for decision making.
PSLT Timekeeper - Ensures the meeting times are respected and keeps the team focused on the agenda. Assists in setting timelines for completion and implementation at each tier.
PSLT Recorder - Records the plans of the team, including minutes and notes. The Recorder captures all important information relating to instruction, intervention, progress monitoring, data analysis and future dates.

HCPS Efforts to Recruit and Retain Effective Leaders: We are investing in the future by investing in school leaders. Our principals and assistant principals have a broad impact on our schools, our students and our community. By investing in our principals, we are investing in our children and our community. Strong leaders form the foundation of our schools and ultimately impact the success of both our teachers and our students. We have following programs in place:

Hillsborough Principal Pipeline: Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key

Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at turnaround schools.

Recruiting Leaders for Turnaround Schools: The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master's Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school thru reflecting on and studying effective practices in turnaround schools. Upon completion of their Master's Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

The Master's in Educational Leadership program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each course on the complex nature of leadership in high-need schools. As a part of the district's Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools: The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district's Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

2. 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 date-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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
April Gillyard	Principal
Membership is documented through the Office of School Improvement	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goals, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.
The SAC Committee will be involved in the generation of the standard and non-standard waiver approvals and the SAC composition form. In addition, members of the SAC will construct in collaboration with the School Leadership Team, the SAC budget. The SAC Committee will be involved in the adoption of the SIP and the mid-year reflection and report. The SAC Committee will be involved in overseeing professional development ot aid faculty and staff in maintaining fidelity with the SIP goals.
All the steps that are part of the SIP reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC Committee to do the analyses of these areas. Using data and all components of the SIP, the goals of the SAC Committee will be directly tied to student achievement progress.

c. 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.

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

No funds allocated.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gillyard, April	Principal
Mertens, Jane	Instructional Coach
Smith, DeborahD	Other
Franks, Andria	Instructional Coach
Weaver, William	Instructional Coach
Pilcher, Vernest	Instructional Coach
Rio, Lucinda	Teacher, K-12
Torres-Crosby, Maria	Teacher, K-12
Robinson, Tehia	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving leadership Team. The teacher provides leadership for the implementation of the goals, strategies and action steps related to reading an writing on the SIP.
The Principal is the LLT (ILT) chairperson. The Academic Coaches facilitate the team meetings and provide expertise in data analysis and all content areas. The teachers are the leaders of the LLT (ILT) as they bring strengths, trends and areas of concern to discuss.
The LLT (ILT) is grounded in a shared and distributive leadership model where content teachers, Academic Coaches and Administration participate equally in the decision making process based on the team's review of strengths, trends and areas of concern.
The LLT (ILT) members monitor data, identify trends, share strengths and brainstorm ideas for areas of concern. The Academic Coaches use the discussion to create professional development to support identified instructional needs in conjunction with the Problem Solving Leadership Team. Additionally the Principal ensures that time is provided for the LLT (ILT) to collaborate and share information with all site stakeholders.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

Teachers and Academic Coaches will meet for Weekly Instructional Priority Meetings to participate in professional development and lesson planning.
Faculty meetings are a time for teachers and administration to share important information and celebrate successes.
Monthly Content PLC meetings provide the opportunity for teachers to collaborate with their content peers.
ILT (Instructional Leadership Team) meetings will be help monthly to discuss areas of strength and areas of focus that teachers are identifying and provide the opportunity for teachers to collaborate and brainstorm ideas.

2. 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 has implemented a teacher evaluation system 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 principal/administration evaluation data.

The District's Mentoring program for new teachers is essential for teacher retention. All new teachers are assigned a new teacher mentor for support and professional development.

The most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Each of the turnaround schools is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores.

Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential, controllable factor affecting student achievement. Our goal is to promote effective teaching in every classroom. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. We believe that by helping teachers excel, students will achieve more; and when students achieve more, our entire community benefits.

We will support teacher development in two main ways: Job-embedded Professional Development and Evaluation.

Job-embedded Professional Development: The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning.

Evaluation: The evaluation of teacher performance is based on multiple measures of effectiveness:
a. Principal / School Administrator

b. Student Achievement Data -
By considering input from student achievement data and observations, we gain a more comprehensive picture of a teachers practice. We can, therefore, achieve a fair and substantive evaluation. We can also improve our ability as a district to support our students' growth by capturing and implementing best practices from outstanding teachers.

Efforts to Recruit Teachers for Turnaround Schools
HCPS recognizes that teachers have more influence on student learning than any other school factor, followed by the leader. For years, high-need schools have struggled to attract and retain experienced personnel with proven records of success. In an effort to increase recruitment and retention rates in high-need schools, HCPS leadership will give priority to personnel who have successful experiences in high-need schools once they express interest in advancing through the Hillsborough Principal Pipeline as well as when they seek district or school administrative positions. The Turnaround Leadership Pathways (TLP) has established guidelines, with the express purpose of recruiting aspiring administrators to teach in high-need schools, providing them the opportunity to develop their capacity to lead by learning on-the-ground in turnaround schools. Empowering teachers as leaders is essential to motivating and retaining veteran teachers (Vanderhye, 2015). The TLP is one way in which the district has focused efforts on recruiting highly effective teachers to high needs schools.

HCPS currently utilizes differentiated pay for teachers and administrators in high needs schools. The Salary Differential Program is utilized to provide stability and equity to the highest needs schools and to attract and retain quality teachers. The program is created with a set of criteria that need to be met in order to receive the salary supplement. The criteria require that the teacher have an overall satisfactory evaluation, be highly qualified in their position.

Site-based Academic Coaches provide individualized coaching and professional development for new and experienced teachers to continue to improve their practice and increase student achievement.

3. 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. Frequent 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.

Site-based Academic Coaches provide individual coaching and professional development for new and experienced teachers to continue to improve their practice and increase student achievement. The Academic Coaches have strengths in leadership, coaching, mentoring, instructional strategies and instructional resources.

The Teacher Induction Program (TIP) is a state-mandated two-year induction program that includes specific professional development training and activities. What's different for teachers new to HCPS is that teachers with less than six months of teaching experience are assigned a fully released mentor. HCPS has an entire cadre of fully released mentors, assigned to assist all new teachers for their first two years in the district. These mentors do not evaluate their mentees, they simply guide and support. New teachers and mentors work with the New Teacher Center Formative Assessment System (FAS), a set of tools that helps to identify accomplishments and challenges during the first two years of teaching. Although the FAS tools can help focus new teachers and mentors as they work together, many factors will influence their collaboration. The mentor's knowledge, experience, and growing relationship with the mentee will help support professional areas for growth, as well as to support students' academic needs.

The FAS tools provide a mentee and mentor with important information which will systematically guide the advancement of instructional practice. Mentors are assigned by the General Manager of Performance Evaluation. It is in this pairing that special care is taken to match mentors with experience in high-needs settings to any new teachers in turnaround schools.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All Florida students deserve to graduate high school with knowledge and skills they need to succeed in college, careers and life. We know that today's workforce requires our graduates to have strong critical thinking, problem solving and communications skills, more than ever before. High standards that challenge and motivate our students are essential.

Beginning with the 2014–2015 school year, all K–12 schools began implementing the Florida Standards and our schools committed to providing teachers with the professional learning needed for successful ongoing implementation. We will continue to assess our academic standards and work together to ensure they are preparing ALL students to succeed in college, career and life. The Florida Standards reflect foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade.

Public schools are required 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. 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 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/assets/pdf/studentprogressionplan.pdf

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.

b. Instructional Strategies

1. 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-Rt/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 Certfications, Magnet Programs, credit recovery, and extended year programs.

2. 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: 7,200

Afterschool Extended Learning Program, supported (is approved) by grant funding

Strategy Rationale

Focused time beyond the school day allows teachers to focus instruction on specific students needs that go beyond curricula taught within the course. This allows teachers to reteach skills and clarify misconceptions that students have about the content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gillyard, April, april.gillyard@hcps.net

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

Formative assessments will be used to identify students that could be best served for this strategy and to monitor progress.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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.

2. 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).

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.

G2. Student achievement will increase when teachers implement standards-based instruction.

Strategic Goals Detail

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

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement. 1a

🔑 G098649

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers is needed to fully and continually develop their talents

- Technology upgrades/updates to support instructional technology and bolster students' 21st century skills

- Need for wraparound services

- Differentiated support is needed to support unique student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- In-house professional development, instructional programs, behavioral programs, administration, Area Leadership Team

Plan to Monitor Progress Toward G1. 8

Our personnel is able to utilize the problem solving process to create and sustain effective systems that support student achievement

Person Responsible

April Gillyard

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

KPI data, FSA data, school grade data, teacher evaluation data

G2. Student achievement will increase when teachers implement standards-based instruction. 1a

🔑 G098650

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	88.0
Math Gains	88.0

Targeted Barriers to Achieving the Goal 3

- Planning standards-based lessons to engage students.

- Consistently using reading strategies within all content areas.

- Inconsistent use of CHAMPS.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches

- Standards-based teaching and learning Professional Development

- "Tacking the Text" resources/posters

- Guidance Counselors

- Psychologist

- Success Coach

Plan to Monitor Progress Toward G2. 8

Administrative team will review KPI data on selected students, grades, discipline reports, etc.

Person Responsible
April Gillyard

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Attendance reports, discipline reports, course grades/failures

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. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement. `1`

🔍 G098649

G1.B1 Professional development for teachers is needed to fully and continually develop their talents `2`

🔍 B265487

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative. 4 S164377 `4`

🔍 S281418

Strategy Rationale

Teachers will need to continually develop and improve to support the students at their schools. PD will be provided in a variety of platforms and at various times throughout the school year based upon the needs of the teachers, the students, and the school. Data from teacher evaluations, walkthroughs, and student achievement sources will be utilized to make decisions about the appropriateness of PD.

Action Step 1 `5`

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Person Responsible

April Gillyard

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

Staff allocation report

Action Step 2 5

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)

Person Responsible

April Gillyard

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Substitute request, agenda

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

Teachers are developing their capacity to deliver rigorous instruction, supporting student academic achievement

Person Responsible

April Gillyard

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Coaching Logs

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

Teachers are developing their capacity to deliver rigorous instruction, supporting student academic achievement

Person Responsible

April Gillyard

Schedule

Daily, from 10/2/2017 to 5/25/2018

Evidence of Completion

Walkthrough/observation data, student academic data

G1.B2 Technology upgrades/updates to support instructional technology and bolster students' 21st century skills [2]

🔍 B265488

G1.B2.S1 Purchase and upgrade instructional technology based on school needs, as reflected in the budget narrative [4]

🔍 S281419

Strategy Rationale

Students need to interact with updated instructional technology and software that can bolster their 21st century skills, thereby boosting their productivity and making them more marketable in a competitive job market.

Action Step 1 [5]

Based on the prioritized list, educational technology will be purchased to support the school (including computer lab furniture)

Person Responsible

April Gillyard

Schedule

On 8/31/2018

Evidence of Completion

Purchase Orders and Invoices

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

New and/or upgraded technology is purchased as needed

Person Responsible

April Gillyard

Schedule

On 5/25/2018

Evidence of Completion

Purchase orders and invoices

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

Students have access to new and upgraded instructional technology

> **Person Responsible**
>
> April Gillyard
>
> **Schedule**
>
> Daily, from 10/2/2017 to 5/25/2018
>
> *Evidence of Completion*
>
> Walkthroughs/observation

G1.B3 Need for wraparound services `2`
🔑 B265489

G1.B3.S1 Include additional school personnel to support students and families as needed, as reflected in the budget narrative. `4`
🔑 S281420

> **Strategy Rationale**
>
> Assist school with implementation of PS-MTSS/Rti and tracking of EWS data

Action Step 1 `5`

Support students and families through additional support services personnel to include social workers, psychologists, guidance counselors - Support PS-MTSS/RtI systems, track behavior and attendance, link families to essential services, facilitate expedited screening

> **Person Responsible**
>
> April Gillyard
>
> **Schedule**
>
> Daily, from 9/1/2017 to 8/31/2018
>
> *Evidence of Completion*
>
> Staff allocation reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Support personnel has been added

Person Responsible

April Gillyard

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Personnel records

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Students and families supported through PS/MTSS-RtI process

Person Responsible

April Gillyard

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

EWS data

G1.B4 Differentiated support is needed to support unique student needs `2`

🔑 B265490

G1.B4.S1 Supplemental support may be needed to support struggling or advanced learners, based on data and the unique needs of the students at the school site, as reflected in the budget narrative. 4 `4`

🔑 S281421

Strategy Rationale

A research-based curriculum piece may be identified to meet a specific need at a school site, such as a specific reading intervention curriculum. Specific adult support such as an assistant teacher or aide to support PS-MTSS/RtI implementation, will be identified by specific sites as reflected in the budget narrative.

Action Step 1 `5`

Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/RtI systems, as reflected in the budget narrative

Person Responsible

April Gillyard

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Staff allocation reports

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Support personnel has been added

Person Responsible

April Gillyard

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Personnel records

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Students and families supported through PS/MTSS-RtI process

Person Responsible

April Gillyard

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

EWS data

G2. Student achievement will increase when teachers implement standards-based instruction. 1

🔍 G098650

G2.B1 Planning standards-based lessons to engage students. 2

🔍 B265491

G2.B1.S1 Through site-based professional development, the Academic Coaches will assist teachers in increasing their knowledge of powerful standards-based lesson planning. 4

🔍 S281422

Strategy Rationale

Student achievement will increase through effective standards-based lesson planning and engaging learning experiences.

Action Step 1 5

Teachers will participate in Instructional Priority Meetings to increase understanding of standards-based lesson planning.

Person Responsible

April Gillyard

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walk-throughs, Learning Walks, Coaching Cycles, Weekly Instructional Priority Meetings, Site-based Professional Development, Lesson Plan discussions

Action Step 2 5

Lesson plans will be reviewed by the subject area leaders and/or members of the Instructional Leadership Team.

Person Responsible

April Gillyard

Schedule

Monthly, from 8/10/2017 to 8/25/2017

Evidence of Completion

Completed lesson plans submitted by teachers along with any feedback provided to the teachers from the reviewing party.

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

Academic Coaches will keep a log of assistance and professional development

Person Responsible

April Gillyard

Schedule

On 5/25/2018

Evidence of Completion

Agendas, Lesson Plan Reviews, Academic Coach logs

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

Coaching conversations with evidence of discussion of standards implemented in teacher lesson plans.

Person Responsible

April Gillyard

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, Feedback Forms, Academic Coach logs

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

Administration and Academic Coaches will engage in coaching conversations and identify ongoing needs.

Person Responsible

April Gillyard

Schedule

On 5/25/2018

Evidence of Completion

Administration, Academic Coaches and Teacher feedback and reflection.

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

On-going support from the leadership team through observations and feedback.

Person Responsible

April Gillyard

Schedule

On 5/25/2018

Evidence of Completion

Teacher lesson plans, observation feedback forms, assessment data from teachers.

G2.B2 Consistently using reading strategies within all content areas. 2

🔑 B265492

G2.B2.S1 Teachers will utilize "Tackling the Text" in all content areas. 4

🔑 S281423

Strategy Rationale

Students will have school-wide standard form for systematically analyzing text.

Action Step 1 5

Academic Coaches will provide on-going, site-based professional development to increase teacher knowledge of "Tackling the Text."

Person Responsible

April Gillyard

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walk-throughs, Learning Walks, Coaching Cycles, Weekly Instructional Priority meetings, Site-based Professional Development

Action Step 2 5

Modeling of the strategies implementation will be provided during classroom walk-throughs.

Person Responsible

April Gillyard

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, Observation Feedback, Professional Development,

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

Administration and Academic Coaches will keep a log of assistance, professional development and classroom walk-throughs.

Person Responsible

April Gillyard

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Academic Coach log, Professional Development sign-in and Classroom Walk-through Feedback forms

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

Teachers will observe the strategy being implemented in classrooms during Learning Walks.

Person Responsible

April Gillyard

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plan discussions, Learning Walk discussions and feedback forms

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

Review and coaching conversations around student work.

Person Responsible

April Gillyard

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work samples, Academic Coach logs

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

Lesson plans will document the use of the "Tackling the Text" strategies and learning walk/ classroom walk-through feedback provided for those lessons.

Person Responsible

April Gillyard

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plan discussion, Classroom walk-through and Learning Walk Feedback Forms

G2.B3 Inconsistent use of CHAMPS. 2

🔧 B265493

G2.B3.S1 Teachers and student will use a common, school-wide CHAMPS language. 4

🔧 S281424

Strategy Rationale

Teachers and students will have a common language using CHAMPS to clearly communicate expectations and procedures.

Action Step 1 5

On-going, site-based Professional Development from Student Services.

Person Responsible

April Gillyard

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional development logs, Teacher feedback, HERO program data

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

Classroom walk-throughs and use of the HERO program (PRIDE points)

Person Responsible

April Gillyard

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

HERO program reports, Classroom walk-through feedback

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

Decrease in tardies, increase in attendance and students earning PRIDE points in class

Person Responsible

April Gillyard

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from the HERO program

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A2 A379523	Lesson plans will be reviewed by the subject area leaders and/or members of the Instructional...	Gillyard, April	8/10/2017	Completed lesson plans submitted by teachers along with any feedback provided to the teachers from the reviewing party.	8/25/2017 monthly
G1.MA1 M411602	Our personnel is able to utilize the problem solving process to create and sustain effective...	Gillyard, April	10/2/2017	KPI data, FSA data, school grade data, teacher evaluation data	5/25/2018 quarterly
G2.MA1 M411613	Administrative team will review KPI data on selected students, grades, discipline reports, etc.	Gillyard, April	8/10/2017	Attendance reports, discipline reports, course grades/failures	5/25/2018 monthly
G1.B1.S1.MA1 M411594	Teachers are developing their capacity to deliver rigorous instruction, supporting student academic...	Gillyard, April	10/2/2017	Walkthrough/observation data, student academic data	5/25/2018 daily
G1.B1.S1.MA1 M411595	Teachers are developing their capacity to deliver rigorous instruction, supporting student academic...	Gillyard, April	10/2/2017	Coaching Logs	5/25/2018 weekly
G1.B2.S1.MA1 M411596	Students have access to new and upgraded instructional technology	Gillyard, April	10/2/2017	Walkthroughs/observation	5/25/2018 daily
G1.B2.S1.MA1 M411597	New and/or upgraded technology is purchased as needed	Gillyard, April	10/2/2017	Purchase orders and invoices	5/25/2018 one-time
G1.B3.S1.MA1 M411598	Students and families supported through PS/MTSS-RtI process	Gillyard, April	10/2/2017	EWS data	5/25/2018 quarterly
G1.B3.S1.MA1 M411599	Support personnel has been added	Gillyard, April	10/2/2017	Personnel records	5/25/2018 biweekly
G1.B4.S1.MA1 M411600	Students and families supported through PS/MTSS-RtI process	Gillyard, April	10/2/2017	EWS data	5/25/2018 quarterly
G1.B4.S1.MA1 M411601	Support personnel has been added	Gillyard, April	10/2/2017	Personnel records	5/25/2018 biweekly
G2.B1.S1.MA1 M411603	Administration and Academic Coaches will engage in coaching conversations and identify ongoing...	Gillyard, April	8/10/2017	Administration, Academic Coaches and Teacher feedback and reflection.	5/25/2018 one-time
G2.B1.S1.MA4 M411604	On-going support from the leadership team through observations and feedback.	Gillyard, April	8/10/2017	Teacher lesson plans, observation feedback forms, assessment data from teachers.	5/25/2018 one-time
G2.B1.S1.MA1 M411605	Academic Coaches will keep a log of assistance and professional development	Gillyard, April	8/10/2017	Agendas, Lesson Plan Reviews, Academic Coach logs	5/25/2018 one-time
G2.B1.S1.MA3 M411606	Coaching conversations with evidence of discussion of standards implemented in teacher lesson plans.	Gillyard, April	8/10/2017	Lesson plans, Feedback Forms, Academic Coach logs	5/25/2018 monthly
G2.B1.S1.A1 A379522	Teachers will participate in Instructional Priority Meetings to increase understanding of...	Gillyard, April	8/10/2017	Classroom walk-throughs, Learning Walks, Coaching Cycles, Weekly Instructional Priority Meetings, Site-based Professional Development, Lesson Plan discussions	5/25/2018 weekly
G2.B2.S1.MA1 M411607	Review and coaching conversations around student work.	Gillyard, April	8/10/2017	Student work samples, Academic Coach logs	5/25/2018 weekly
G2.B2.S1.MA4 M411608	Lesson plans will document the use of the "Tackling the Text" strategies and learning...	Gillyard, April	8/10/2017	Lesson plan discussion, Classroom walk-through and Learning Walk Feedback Forms	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M411609	Administration and Academic Coaches will keep a log of assistance, professional development and...	Gillyard, April	8/10/2017	Academic Coach log, Professional Development sign-in and Classroom Walk-through Feedback forms	5/25/2018 monthly
G2.B2.S1.MA2 M411610	Teachers will observe the strategy being implemented in classrooms during Learning Walks.	Gillyard, April	8/10/2017	Lesson Plan discussions, Learning Walk discussions and feedback forms	5/25/2018 quarterly
G2.B2.S1.A1 A379524	Academic Coaches will provide on-going, site-based professional development to increase teacher...	Gillyard, April	8/10/2017	Classroom walk-throughs, Learning Walks, Coaching Cycles, Weekly Instructional Priority meetings, Site-based Professional Development	5/25/2018 weekly
G2.B2.S1.A2 A379525	Modeling of the strategies implementation will be provided during classroom walk-throughs.	Gillyard, April	8/10/2017	Lesson plans, Observation Feedback, Professional Development,	5/25/2018 monthly
G2.B3.S1.MA1 M411611	Decrease in tardies, increase in attendance and students earning PRIDE points in class	Gillyard, April	8/10/2017	Data from the HERO program	5/25/2018 weekly
G2.B3.S1.MA1 M411612	Classroom walk-throughs and use of the HERO program (PRIDE points)	Gillyard, April	8/10/2017	HERO program reports, Classroom walk-through feedback	5/25/2018 weekly
G2.B3.S1.A1 A379526	On-going, site-based Professional Development from Student Services.	Gillyard, April	8/10/2017	Professional development logs, Teacher feedback, HERO program data	5/25/2018 monthly
G1.B1.S1.A1 A379517	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher...	Gillyard, April	9/1/2017	Staff allocation report	8/31/2018 daily
G1.B1.S1.A2 A379518	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning,...	Gillyard, April	9/1/2017	Substitute request, agenda	8/31/2018 annually
G1.B2.S1.A1 A379519	Based on the prioritized list, educational technology will be purchased to support the school...	Gillyard, April	9/1/2017	Purchase Orders and Invoices	8/31/2018 one-time
G1.B3.S1.A1 A379520	Support students and families through additional support services personnel to include social...	Gillyard, April	9/1/2017	Staff allocation reports	8/31/2018 daily
G1.B4.S1.A1 A379521	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support...	Gillyard, April	9/1/2017	Staff allocation reports	8/31/2018 annually

V. Professional Development Opportunities

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

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.

G1.B1 Professional development for teachers is needed to fully and continually develop their talents

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative. 4 S164377

PD Opportunity 1

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Facilitator

Coaches and Resource Teachers

Participants

Faculty

Schedule

Daily, from 9/1/2017 to 8/31/2018

PD Opportunity 2

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)

Facilitator

Leadership Team, Coaches and Resource Teachers

Participants

Faculty

Schedule

Annually, from 9/1/2017 to 8/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)				$180,949.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	300-Purchased Services	2882 - Memorial Middle School	UniSIG	0.83	$54,640.00
		Notes: 83% of 1.0 Student Success Coach including fringe benefits				
	5100	120-Classroom Teachers	2882 - Memorial Middle School	UniSIG	0.83	$54,640.00
		Notes: 83% of salaries for 1.0 Science Resource Teacher including fringe benefits				
	5100	510-Supplies	2882 - Memorial Middle School	UniSIG	0.0	$6,664.00
		Notes: Classroom Supplies to include paper, ink, notebook paper, composition notebooks, pencils, pencil sharpeners, folders, notepads, marker, chart paper, copy paper				
	6400	130-Other Certified Instructional Personnel	2882 - Memorial Middle School	UniSIG	0.83	$54,640.00
		Notes: 83% of 1.0 Reading Coach including fringe benefits				
	7200	391-Subagreements up to $25,000	2882 - Memorial Middle School	UniSIG	0.0	$10,365.00
		Notes: Indirect Cost @ 4.76%				
2	G1.B1.S1.A2	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	390-Other Purchased Services	2882 - Memorial Middle School	UniSIG	0.0	$1,000.00
		Notes: Additional time for PD for data analysis/problem solving @ $100/hr x 10 hrs				
3	G1.B2.S1.A1	Based on the prioritized list, educational technology will be purchased to support the school (including computer lab furniture)				$20,405.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	2882 - Memorial Middle School	UniSIG	0.0	$20,405.00
		Notes: LenovoN24 Student Laptops 25 @ 324, Lenova Yoga 11e @ $646 x 10 and Microsoft 35 @ 75, Aver Media Laptop Cart 1 @ $930, 10 HP Laserjet Printers @229				

4	G1.B3.S1.A1	Support students and families through additional support services personnel to include social workers, psychologists, guidance counselors - Support PS-MTSS/RtI systems, track behavior and attendance, link families to essential services, facilitate expedited screening			**$41,277.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6140	130-Other Certified Instructional Personnel	2882 - Memorial Middle School	UniSIG	0.33	$24,560.00
			Notes: 83% of .4 School Psychologist including fringe benefits			
	6110	130-Other Certified Instructional Personnel	2882 - Memorial Middle School	UniSIG	0.33	$16,717.00
			Notes: 83% of .4 Site based Social Worker including fringe benefits			
5	G1.B4.S1.A1	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/RtI systems, as reflected in the budget narrative			**$4,889.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	2882 - Memorial Middle School	UniSIG	0.11	$4,889.00
			Notes: Certified Teachers, tutors, @ $27/hr x 4 hrs wk x 3 Teachers x 10 wks including fringe benefits			
6	G2.B1.S1.A1	Teachers will participate in Instructional Priority Meetings to increase understanding of standards-based lesson planning.			**$0.00**
7	G2.B1.S1.A2	Lesson plans will be reviewed by the subject area leaders and/or members of the Instructional Leadership Team.			**$0.00**
8	G2.B2.S1.A1	Academic Coaches will provide on-going, site-based professional development to increase teacher knowledge of "Tackling the Text."			**$0.00**
9	G2.B2.S1.A2	Modeling of the strategies implementation will be provided during classroom walk-throughs.			**$0.00**
10	G2.B3.S1.A1	On-going, site-based Professional Development from Student Services.			**$0.00**
				Total:	**$248,520.00**